

DOCUMENT RESUME

ED 203 048

CE 029 094

AUTHOR Lex, Louise; And Others
TITLE Nontraditional Jobs and Training for Iowa Women. A Program Model and Final Report.
INSTITUTION Iowa State Commission on the Status of Women, Des Moines.
SPONS AGENCY Iowa Office for Planning and Programming, Des Moines.
PUB DATE 30 Sep 80
NOTE 97p.
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Adolescents: Adult Education: *Adults: Building Trades: Career Education: Career Exploration: Employee Attitudes: Employer Attitudes: *Employment Opportunities: *Females: Followup Studies: Job Development: *Job Placement: Job Training: *Nontraditional Occupations: Secondary Education: Vocational Followup: Workshops
IDENTIFIERS Comprehensive Employment and Training Act: Iowa

ABSTRACT

The goal of the 1980 Employment Project in Iowa was to expand nontraditional career options for women and high school girls. The two targeted areas were Des Moines and the Iowa Lakes Region. Project staff sponsored three meetings to help 237 women explore nontraditional jobs and training opportunities. Two intensive orientations to nontraditional jobs classes were conducted for Comprehensive Employment and Training Act women. Job and training development for the two areas involved a job-fair and industry-agency workshop and job/training referral activities in the Des Moines area and a workshop on affirmative action in the Iowa Lakes region. Female craftspeople were brought into nine high schools to conduct simulation workshops, thus exposing high school girls to female role models in the building trades. Fifty women who completed three intensive orientations to nontraditional jobs classes were involved in a follow-up telephone survey. Data were collected on problems, successes, and concerns with nontraditional jobs; employers' attitudes about women in these occupations; employment and training status; and comparison between employers' perceptions of job performance and self-perceptions. (Findings from activity evaluations, course outlines, and survey instruments are appended.) (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 203048

NONTRADITIONAL JOBS AND TRAINING
FOR IOWA WOMEN

A PROGRAM MODEL AND FINAL REPORT

SEPTEMBER 30, 1980

PREPARED FOR THE OFFICE FOR PLANNING AND PROGRAMMING
BY THE EMPLOYMENT PROJECT STAFF

IOWA COMMISSION ON THE STATUS OF WOMEN
507 - 10TH STREET, DES MOINES, IOWA 50319
(515-281-6313)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

*Iowa Commission
on the Status of Women*

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

By

EMPLOYMENT PROJECT STAFF

LOUISE LEX, DIRECTOR
BARBARA STANGL, PROGRAM DEVELOPER
JAY GUTZMAN, FISCAL OFFICER/ASST. PUBLIC INFORMATION SPECIALIST
GINGER GREEN, VOCATIONAL COUNSELOR
MARCIA OLSON, PUBLIC INFORMATION SPECIALIST

This subcontract was funded with monies from the Governor's Special Grant under CETA from the Office for Planning and Programming, Des Moines, Iowa. The information provided in this report is entirely the responsibility and effort of the subcontractor and does not necessarily reflect the official position of the Office for Planning and Programming or the Governor of the State of Iowa.

TABLE OF CONTENTS

Introduction.....	1
Women's Meetings.....	5
Intensive Orientation to Nontraditional Jobs Classes.....	15
Job and Training Development.....	21
Craftswomen in the Schools Program.....	29
A Follow-Up Survey of Women in Nontraditional Jobs and of their Employers.....	35
Bibliography.....	52
<u>Appendices</u>	
A. Women in Nontraditional Jobs Conference, Des Moines YWCA, Feb. 5, 1980: Evaluation Results.....	53
B. Women in Skilled Jobs Conference, Des Moines DMAACC, April 26, 1980: Evaluation Results.....	56
C. Women and Work Conference, Spencer, June 7, 1980: Evaluation Results.....	59
D. Introduction to the Trades Class, Des Moines, Course Outline; Class Schedule; Evaluation Results.....	62
E. Introduction to Women in Work, Iowa Lakes Community College, Course Outline; Class Schedule; Evaluation Results.....	68
F. A Follow-Up Survey of Women in Nontraditional Jobs and of Their Employers, Introductions; Survey Forms; Women's Comments.....	75

NONTRADITIONAL JOBS AND TRAINING FOR IOWA WOMEN

A PROGRAM MODEL AND FINAL REPORT

INTRODUCTION

In December 1978, the Iowa Commission on the Status of Women was awarded a grant of \$114,000 for a nine-month Employment Project to identify women in the state who were interested in nontraditional jobs, especially in the construction industry, and to place them in training programs and/or assist them in securing employment. A second grant of \$56,000 provided funds for extending the project from October 1 to December 31, 1979. The Commission received a third grant of \$120,000 to continue its work from January 1 to September 30, 1980. Funding was provided by the Governor's Special Grant through the Employment and Training Council of the state Office for Planning and Programming with monies from the federal Comprehensive Employment and Training Act.

The 1980 Employment Project was designed to expand nontraditional career options for women and high school girls. In the two targeted areas of Des Moines and the Iowa Lakes Region, the project staff located jobs and training opportunities for women, facilitated their placement, conducted two intensive orientations to nontraditional jobs classes for CETA-qualified women, and disseminated information about nontraditional employment. Female craftspersons were brought into nine high schools to conduct simulation workshops, thus exposing high school girls to female role models in the building trades. Placement and follow-up activities also were completed for Waterloo-area women participating in an Introduction to the Trades class held in November and December 1979.

By encouraging women and high school girls to move into well-paid, blue collar skilled jobs, the project addressed the problem of the growing numbers of women

living in poverty despite their increased labor participation rate. As in the rest of the nation, Iowa women continue to work in jobs characterized by low wages. Nearly one-third (31%) are employed in clerical occupations, and the second largest job category is service work (27%). According to Job Service of Iowa, median and mean income levels for the female population are less than half the level for males. However, Job Service projections indicate a narrowing of the wage gap as women remain in the labor force longer and develop special skills in the technical fields which include the skilled trades. An underlying assumption of the project, then, was that women could increase their earning capacity by entering typically male occupations.

In order to facilitate the movement of women into nontraditional jobs and training programs, two major goals were established: first, in the two targeted areas of Des Moines and the Iowa Lakes Region, to locate nontraditional jobs and related training opportunities for a maximum of 200 women and assist in placing between 25 to 50 women completing three intensive orientation to non-traditional jobs classes in jobs or training; and second, to introduce between 400 to 500 high school girls to nontraditional career options through a series of Craftswomen in the Schools workshops. During 1980, more than 2000 individuals were served.

Steps that were taken to achieve the first goal, finding jobs and training opportunities for women and placing those completing the intensive orientation to nontraditional jobs classes in jobs or training, included:

- Becoming thoroughly familiar with each targeted area. In Des Moines, some of this information had been gathered during the previous grant period. In the Iowa Lakes Region, however, the staff spent a considerable amount of time visiting with community college personnel, industry representatives, and community agency service providers. These individuals also were invited to attend an agency/in-

dustry workshop.

- Reaching the audience of unemployed, underemployed, or economically disadvantaged women. Besides the standard public information techniques, explanatory flyers were mailed directly to ADC recipients or inserted in their public assistance checks.

- Identifying prospective class participants. A conference or recruitment meeting was scheduled so women could explore nontraditional job and training options and decide if they were interested in enrolling in the intensive orientation to nontraditional jobs course. After these meetings, interested CETA-eligible women were enrolled in the class.

- Following-up the class participants and assisting others who wanted job and training referral information. Staff members worked with each of the participants, linking them with employment opportunities or community agencies that could help them. After the class was completed, meetings for the class members were scheduled to provide individual and group support. Job Bulletins were sent out on a regular basis to inform women on a job referral list of training and job possibilities; other job-related assistance also was given to those who called or walked into the project office.

To attain the second goal of introducing high school girls to nontraditional career options at a series of workshops, these activities were undertaken:

- In cooperation with the Department of Public Instruction, arranging to hold the workshops in the high schools.

- Identifying craftswomen interested in conducting the workshops and ordering materials that they needed to demonstrate their trade.

- Preparing kits of information for the workshop participants.

- Printing a Craftswomen in the Schools brochure to explain the program and working with personnel to publicize the workshops.

- The day of the workshop, setting up the workshop, helping the craftswomen

conduct the craft demonstrations, responding to the students' questions, and administering participant evaluation questionnaires.

A team of five persons including a director, fiscal officer, public information specialist, program developer, and vocational counselor was responsible for achieving the project's goals. In Des Moines, Waterloo, and the Iowa Lakes Region the staff was assisted by advisory councils whose members played an active role, conducting staff orientations, participating and attending conferences, providing vital information to staff members and class participants, and offering support and direction. Another group of advisors, the Inter-Agency Task Force, coordinated the efforts of state and community agencies in meeting the nontraditional employment needs of underemployed, unemployed, and economically disadvantaged women. The task force functioned as an interface between the kinds of programs offered through the project and the established systems and personnel providing direct services to women. Through these advisory bodies, vital industry-agency linkages were created that considerably enhanced the project's effectiveness.

In this report the procedures used to achieve the goals of the project are described, and the results of a survey of the women who completed the intensive orientation to nontraditional jobs classes along with their employers are analyzed.

WOMEN'S MEETINGS

PURPOSE OF THE MEETINGS

From February through June 1980 the project sponsored three meetings to help 237 women explore nontraditional job and training options by

- providing community resource persons (community agency service providers, community college staff, and industry representatives) who could give practical advice on how to pursue nontraditional careers.
- furnishing participants with kits of materials that could be useful in their job search.
- giving women an opportunity to talk to female role models engaged in nontraditional work.

Although there were similar objectives, the meetings had a slightly different flavor and emphasis. A major purpose of the Women in Nontraditional Jobs Session, held February 5th at the Des Moines YWCA, and a Women and Work Conference, held June 7th at the Spencer Family YMCA, was to identify CETA-eligible women who wanted to enroll in the six weeks' intensive orientation to nontraditional jobs course that was offered in each targeted area. In Spencer, more attention was given to personal skill development and community resources than in Des Moines. A third meeting, Women in Skilled Jobs Conference, held April 26th at the Des Moines Area Community College (DMACC) and jointly funded by the project and WIN, represented a six-month planning effort by the Inter-Agency Task Force. In addition, members of this group publicized the conference to Iowa women through their field staff offices and provided resource persons and volunteers for the day-long meeting. Another unique feature was a job fair where women talked directly to prospective employers and community agency service providers. Because the DMACC conference was a cooperative venture with the community college, instructors in nontraditional

programs were on hand to supervise participants' use of equipment and tools available in the classrooms and shops.

PROCEDURES USED TO REACH THE TARGETED AUDIENCE

Since low income women are considered to be one of the most difficult groups to reach because they frequently lead isolated lives and are not associated with formally organized groups, a major task was finding effective ways of informing economically disadvantaged women of the meetings. The following strategy was adopted:

- 1) A week before the meetings, announcement inserts were included in public assistance checks or sent directly to ADC women.
- 2) News releases were mailed to the media, announcing the time and location of the meetings along with the resource people on the program.
- 3) Through the Inter-Agency Task Force, field staff offices were informed of the meetings. Beforehand, Job Service, WIN, Iowa Comprehensive Manpower Service, and CETA personnel were informed of the programs through in-service training sessions.
- 4) The project staff paid personal visits to community agencies to discuss the project and its potential for women being served by the agencies.
- 5) At the same time the staff made agency visits, they also distributed posters and flyers at food stores, agency offices, laundromats, and other places where the targeted group of women might see the announcements. For the DMACC conference the task force members also assisted in distributing this information.
- 6) Five days prior to the meetings, packages of paid television and radio public service announcements were aired on stations with the largest audiences. Whenever possible, free sources for publicizing the events such as community billboards were utilized.
- 7) Several days before the meetings, want ads and display ads appeared in

the newspapers and weekly shoppers.

8) News releases were followed by telephone calls to reporters who frequently responded by interviewing the staff as well as the resource persons leading the workshops.

The effectiveness of these techniques was assessed by asking those who attended how they had heard about the meetings on evaluation forms. (Not all of the 237 participants completed the forms.) Most frequently mentioned were the mailed invitations or enclosures to ADC women and the newspaper publicity, particularly in the Des Moines area. Information also appeared to be passed by word of mouth, or from one friend to another. Least effective were TV, posters, classified ads, and agency persons. However, as a number of participants reported, they had heard about the meetings in several different ways, thus reinforcing their desire to attend. Therefore, meetings for low-income women need to be publicized broadly with special attention given to direct mailings and the newspapers. Listed below is a table showing the responses to the evaluation questions on how the participants heard about the three meetings.

HOW THE PARTICIPANTS HEARD ABOUT THE MEETINGS	NUMBER
Mailed Invitations	36
Newspaper	29
Friend	18
Other (eg., poster, classified ad, agency person)	17
Radio	10
TV	5
TOTAL RESPONSES	115

THE MEETING SITES

The February 5th meeting was held in the evening at the YWCA in downtown Des Moines where parking was readily available and free child care was provided. Although the Spencer Family YMCA was selected for the June 7th day-

long conference because it also was easily accessible, there were no child care facilities - and this factor undoubtedly reduced the attendance. There was no difficulty arranging for child care at the third site, a community college, but the location presented different problems. Because the college is outside Des Moines in suburban Ankeny, transportation to the meeting was arranged for those without cars from the Des Moines YWCA and a child care facility. Signs were posted over the sprawling campus so participants could find the auditorium and other meeting places.

CREATING AN INFORMAL SETTING

Each woman who attended was welcomed at a registration table, given a name tag and a kit of materials, and, at the Spencer and Des Moines YWCA meetings, invited to have coffee and pastry before the program began. Staff members made a special effort to talk to each participant before and after the sessions. To encourage interaction from the very beginning, participants were asked to introduce themselves to those sitting around them.

DES MOINES YWCA MEETING AGENDA AND EVALUATION

The agenda for the Des Moines evening meeting contained the following items:

- 6:30 Registration
- 6:45 Welcome
- 6:55 Session I: Introduction to Nontraditional Jobs
- 7:05 Session II: Women in Nontraditional Jobs (A panel presentation by women representing three skilled, blue-collar jobs.)
- 8:05 Session III: Is a Nontraditional Job the Right Choice for Me? (A vocational counselor discussed and administered a self-assessment questionnaire.)
- 8:35 Session IV: Getting and Keeping a Nontraditional Job (Panel presenters were a DMACC admissions representative, Job Service counselor, and an apprenticeship training coordinator. Weather prevented a personnel analyst from being on the panel.)

After the last session, participants evaluated the meeting by filling out a questionnaire. Forty-six of the 48 evaluators responded affirmatively to the question, "Did the conference deal with your concerns or answer your questions?" The panel presentation by women representing skilled, blue-collar jobs was rated

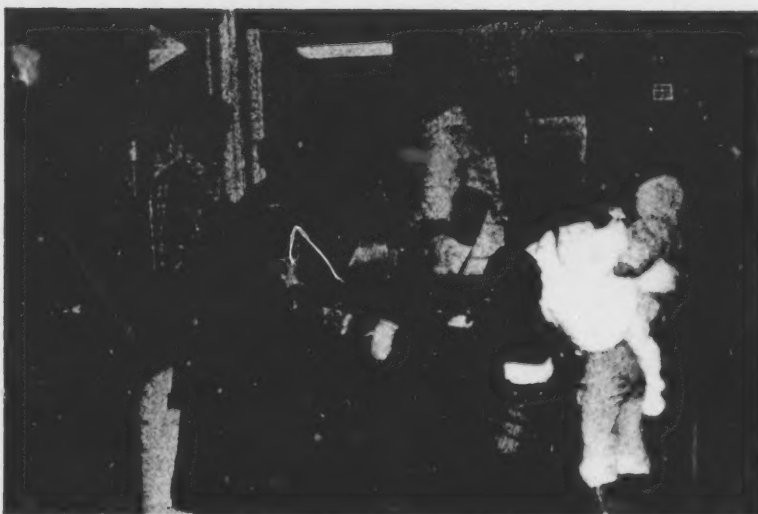
the most valuable session with the other three sessions weighted equally. These results highlight the crucial part role models play in convincing women to consider a new set of vocational options.



Staff members greet and register YWCA meeting participants.



Participants are directed to the child care facility.



The DMACC admissions representative explains college programs.



DES MOINES AREA COMMUNITY COLLEGE WOMEN IN SKILLED JOBS CONFERENCE AGENDA AND EVALUATION

Items on the conference agenda are listed below:

- 8:30 - 9:00 Registration
- 9:00 - 9:15 Welcome and Conference Procedures
- 9:20 - 10:05 Community Agencies: How We Can Help You (Each task force member made a three-minute presentation.)
- 10:15 - 12:30 Personal Development Skills Session
 - Two Hour Workshops:
 - Assertiveness Training, Stress Reduction, Decision Making
 - One Hour Workshops:
 - Handling Sexual Harassment, Occupational Fitness, Single Working Mothers, Self Assessment, Managing Your Time, How to Get a High School Diploma if You Don't Have One.
- 12:30 - 1:30 Lunch
- 12:30 - 2:30 Job Fair
- 2:30 - 3:15 Nontraditional Vocational Training and Craftswomen Workshops (Fourteen vocational training workshops were led by DMACC instructors and students. During this time 11 Craftswomen also conducted workshops.)

Unfortunately, approximately one-third of the participants turned in evaluation forms. With only five exceptions, the evaluators considered the meeting to be either very useful (39) or somewhat useful (10). Nearly everyone felt the meeting had provided valuable information. Although most felt nontraditional jobs offered a career possibility for very few women, the evaluators believed

these jobs had the advantages of making women more independent, benefiting them financially, and changing their lifestyles significantly. Furthermore, the evaluation responses showed that the conference had reached the targeted group of low-income women. Seventy-one percent were the chief family breadwinners; 75 percent had incomes under \$10,000 a year.

Following the conference, the Inter-Agency Task Force members discussed how the meeting could have been improved. They recommended improving future conferences by reducing the number of afternoon sessions, combining the crafts-women with the vocational training workshop sessions, and having an initial session where the craftswomen presenters could discuss their respective trades since many of the skilled trades were completely unfamiliar to the conference participants.



A woman brings her child to the DMACC conference where free child care is provided.

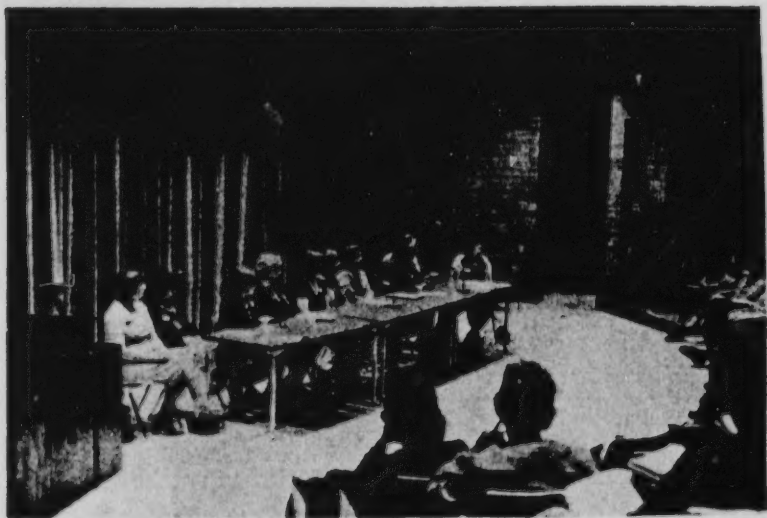




Inter-Agency Task Force
volunteers help with
registration.



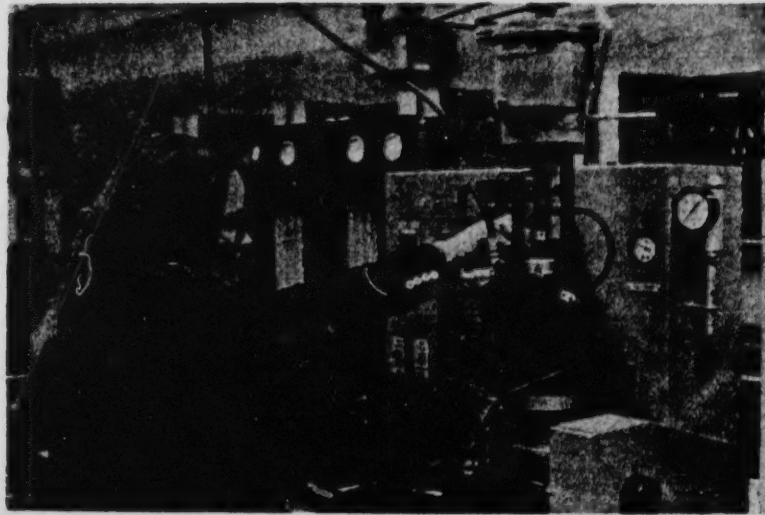
Inter-Agency Task Force repre-
sentatives explain how their
agencies can help women.



Hard hats were worn by the
project staff who directed
women to the meeting rooms.



A participant tries out
some shop equipment.



Participants learn about
assertiveness at a personal
skill development workshop.



SPENCER FAMILY YMCA MEETING AGENDA AND EVALUATION

The agenda for the all-day Saturday meeting in Spencer included these items:

9:00 - 9:30	Registration
9:30 - 9:40	Welcome
9:40 - 10:30	Opportunities You May Not Have Considered (Panel presenters were the project director, a deputy sheriff, a pork producer, and an industry personnel representative.)
10:30 - 12:30	Workshop: Assertiveness Training and Time Management/Stress Management
12:30 - 1:00	Lunch

- 1:00 - 2:00 Workshops: Handling Sexual Harassment, Working Mothers, Interviewing Motivational Skills, Self Assessment, How to Get a High School Diploma if You Don't Have One
- 2:00 - 3:00 Where Do I Go from Here? (A panel presentation by the staff of resource organizations concerned with job seeking, vocational training, child care, and family counseling.

Everyone responded affirmatively to the evaluation question, "Did the conference deal with your questions and concerns?" The most valuable part of the day was the two morning workshops. More than half the evaluators were the chief family breadwinners; 50 percent earned less than \$10,000 a year. Clearly, the Spencer meeting was not as effective as the DMAOC conference in reaching low income women. Several factors could account for the lower response. In rural Iowa particularly during the spring, Saturdays are family work days. Child care was not available at the conference. Transportation problems to Spencer may have discouraged some. According to community leaders, the Iowa Lakes Region is one of the most traditional parts of the state in terms of sex-role perceptions, and this orientation further reduced the conference appeal. Rather than sponsoring an all-day conference in one location, holding a series of smaller evening meetings where child care was provided might have been a better strategy for reaching low income women.

INTENSIVE ORIENTATION TO NONTRADITIONAL JOBS CLASSES

DES MOINES INTRODUCTION TO THE TRADES CLASS

The six-week Introduction to the Trades class, held in Des Moines from February 18 through March 28, was completed by 21 of 29 original CETA-eligible participants. These women ranged in ages from 18 to 37, in educational levels from completion of the ninth grade to a master's degree; and they came from social, economic, and experiential levels covering a broad spectrum. Fifteen of the 21 formerly unemployed women, after examining career options and their own strengths and capabilities, went on to find employment or made plans to further their education or training.

The Introduction to the Trades class concentrated on the construction trades, using speakers, role models, site visits, and hands-on instruction to explore the various career possibilities available to the women. Local union representatives and tradespeople worked directly with the group, sharing their expertise and recommendations with those class members expressing an interest in their particular fields. Presentations were frank, yet realistic representations of what the women might expect in each of the trades. A particular benefit to the women was having the opportunity to meet some of the labor personnel with whom they would be dealing after completing the program. Several women commented that they had initially met their later bosses and instructors through the class and its networks.

In addition to the actual career exploration, the women studied other areas which would potentially affect their work situations. Fitness and assertiveness training were important program components designed to prepare the women physically and emotionally to deal with their new careers or lifestyles. On-the-job techniques such as dealing with sexual harassment were discussed as were interviewing and job-readiness skills. The women also formed linkages and bettered their under-

standing of the various community agencies which would continue to assist them after the class. Representatives from WIN, Job Service, CETA, ICMS, the Bureau of Apprenticeship and Training, Des Moines Area Apprenticeship Outreach Program, and the Des Moines Area Community College were included in the development of the class' linkage system.

The class ended in a particularly effective way, with the women spending the last three days working in the city with the parks and recreation crews. They were assigned to crews according to their vocational interests and were involved with welding, wiring, painting, and carpentry projects actually going on in the city. The women commented that they particularly enjoyed this experience because it was a chance to participate in a realistic work situation, and furthermore, the women could see the results of their labor in various places around the city such as Sec Taylor Stadium and the Des Moines Botanical Center.

Follow-up for the group has been ongoing, with regular contact being made with the class members whenever possible. The women are notified of job openings as they occur, and vocational counseling is provided as needed. Immediately following the class, the women were encouraged to take advantage of the community services available to them, and three follow-up meetings were held for the class with the assertiveness training instructor.

The women clearly benefited from the career exploration and other components of the class, but the most noticeable and lasting gain was the personal skill development. The most commonly heard comment from the women concerned their tremendous increase in feelings of self worth. With this change, the women felt they could handle anything and were very excited about venturing into the potentially frightening work world for a woman in construction. Some went back to prior occupations, but for a few class members, there appeared to have been a lasting attitude change, with their being determined never to go back to their

former lifestyles of unemployment, low self esteem, dependency, or traditional employment. The class members, through their own strong support system, have provided an important example and encouragement for themselves and other women in the nontraditional trades.

IOWA LAKES COMMUNITY COLLEGE CLASS

The Introduction to Women in Work class, held at the Iowa Lakes Community College (ILCC) in Emmetsburg, from June 23 through August 1, was put together from the same basic design as the Introduction to the Trades class. Modifications, however, were made due to the current and projected economic situation, results of the prior classes, resources available, and the area in which the class was held.

With the area's sparse job openings and the dismal economic situation, the vocational counselor felt that the class' nontraditional orientation could be maintained, but that the program's scope should be broadened to develop a more comprehensive picture of women and all aspects of work.

The areas stressed were those of personal development, career exploration, job seeking and readiness, and hands-on trades instruction. With this concentration, the women would be able to analyze their situations with respect to the job market and to see the most realistic career path to follow. Class participants would be able to clarify and set their goals, and know how to implement their decisions.

Class topics were basically the same as in the Des Moines class, but with career exploration expanding to include industrial, agricultural, and public service occupations, as well as those in the construction field. Other subjects were pertinent to the world of work, such as labor law, unions, safety, and group dynamics. Single parents and child care, nutrition, and fitness also received the class' attention. Extensive work was done with career preparation including vocational testing and complete job-readiness instruction. Training

was also done in resume and application writing, interviewing, and job-hunting techniques.

The class was held at the community college, which was a valuable source of instructors and facilities. It also was a good recruiting opportunity for the college, as it facilitated channeling the women into the college's programs after the class was completed.

The CETA-eligible class participants were identified through various community agencies, the conference held in Spencer, and by word of mouth. As in past classes, the demographics of the 19 members varied widely, with ages ranging from 19 to 55 and differences in educational levels. Many of the women in the group were from Emmetsburg, and were surprised to find other women in the same community with whom they could share and discuss common problems and concerns. This group interaction was an important factor in the personal growth of the class members.

Numerical results of the placements indicated that the class should be considered a success, with 13 of the 19 women finding jobs or beginning programs to further their education. For a class dealing with nontraditional occupations, it might seem that the program did not meet its desired results, since only three women enrolled in nontraditional coursework at ILOC and only one pursued a non-traditional job. Despite the limited pursuance of nontraditional options, however, the women made the choices themselves. The conclusion might be drawn that the class allowed them to make those decisions without having been limited by a biased approach or other factors based on gender. The participants had the opportunity to explore all of the options on an equal basis, examine the realistic aspects of work affecting them specifically, and implement their decisions.

Follow-up for the Iowa Lakes class participants was approached somewhat differently than for the Des Moines group. The women received the same type of attention, consisting of area networking, referrals, and counseling; but the vocational counselor felt that the follow-up was also needed for the community in general. To help build a strong base for future area women's programming, a

wrap-up session was held where the class participants explained the benefits of the course to community college staff. Currently, the administration is planning to offer a similar course incorporating the participants' suggested changes. These include increasing the class length from six to eight weeks with more hands-on experience and more emphasis on personal skill development. A number of participants also volunteered to serve as class advisors.



A class participant works under the supervision of an instructor from the Des Moines Carpenters' union at its training facility.



Job-site visits were a regularly scheduled part of the Des Moines class activities.



Hands-on experience with heavy highway equipment was available through the operating engineers' union.



JOB AND TRAINING DEVELOPMENT

Job and training development for the Waterloo Introduction to the Trades class participants took place in 1979 under a grant extension for October 1 to December 31, 1979. Since the project staff continued assisting the women in 1980, this section includes a placement report; covered in some detail are the job and training development activities undertaken for the 1980 targeted areas of Des Moines and the Iowa Lakes Region.

Because the Des Moines area is urban and more industrialized than the Iowa Lakes Region, ten predominantly rural counties in the northwest corner of the state, different procedures were followed in assessing job and training opportunities. In Des Moines during the previous grant period, the project staff established close ties with apprenticeship training programs certified by the U.S. Department of Labor; this rapport was continued by linking women with preapprenticeship and apprenticeship openings. Few opportunities of this kind were available in the Iowa Lakes Region where training was offered primarily through the community college and no certified apprenticeship programs existed. The two classes also were designed to prepare participants for the types of employment and training available in each targeted area.

THE DES MOINES AREA

In Des Moines job and training development took the form of sending out Job Bulletins, holding a job fair and workshop as part of a Women in Skilled Jobs Conference, providing assistance to more than 200 women who called or walked into the project office, and continuing an advisory council formed during the first grant. Each component is described separately.

JOB BULLETINS - Initial contacts were made with public agencies and private

employers who had hired women under the first grant to assess their employment needs. Other sources of job and training information were the Office for Federal Contract Compliance Programs (OFCCP), Master Builders of Iowa, Associated General Contractors of Iowa, Iowa Department of Transportation, and labor unions. This material was compiled into nine Job Bulletins and sent to women who wanted their names placed on a job referral list.

JOB FAIR AND INDUSTRY-AGENCY WORKSHOP - Invitations were sent to labor unions and industries through such organizations as the Iowa Federation of Labor, Iowa Manufacturers Association, Master Builders of Iowa, Associated General Contractors of Iowa, and the Chamber of Commerce, asking their members to attend a Women in Skilled Jobs Conference. Agency persons were informed of the conference by the Inter-Agency Task Force. The sessions were structured so that industry-agency representatives could discuss affirmative action and their concerns about hiring or training women and then talk directly to female job seekers at a job fair. (A conference for women was held at the same time as the sessions for agency-industry personnel.)

Despite the massive worker lay-offs in the Des Moines area, 22 industries were involved in the job fair. This response could be attributed primarily to an intensive follow-up; a week after the invitations were sent, all of the major industries with nontraditional employment opportunities were contacted by phone to confirm their attendance. Besides talking to prospective employers, female job seekers discussed training opportunities and services with representatives from the community college, CETA, WIN, and many other community agencies. According to the evaluations, the female conference participants considered the job fair to be the most valuable part of the day-long meeting.

The following format was used for the agency-industry portion of the conference:

10:00 Registration
10:15 Industry-Agency Session
Moderator: Betty Talkington - Women's Activities
Director, Iowa Federation of Labor
Panel Members: Eugene Standifer, Director, OFCCP
Sally Anderson, Line Person, Northwestern
Bell
Sharron Chapman, Patternmaker Apprentice,
John Deere
11:45 Lunch
12:30 Job Fair

Industry-Agency Workshop
participants listen to a
panel presentation.



JOB/TRAINING REFERRAL ACTIVITIES - More than 200 women, many of them from Des Moines, called or walked into the project office seeking job/training information or assistance in dealing with job-related problems. They had heard about the project's services from friends, agency personnel, and the media. Some of the women also had attended project-sponsored events. Depending on their needs, staff members responded by linking them with such agencies as the Iowa Civil Rights Commission, Drake Women's Programs, CETA, WIN, and the Des Moines Area Community College; mailing kits of materials and Job Bulletins;

suggesting specific job and training possibilities; and providing names of persons who could deal with their special interests.

ADVISORY COUNCIL - Among the group of advisors assisting the staff were representatives from labor and management in the construction industry. These individuals worked very closely with the staff, helping to find jobs and training for the Introduction to the Trades class participants.

THE IOWA LAKES REGION

INTERVIEWS - By the time the project staff began to work in the Iowa Lakes Region, the recession was well under way. Nevertheless, nine of the region's major employers along with community agency personnel providing direct services to women were interviewed. These initial contacts were an important factor in identifying prospective participants for the six weeks' Introduction to Women in Work class and involving community agencies and industries in the project. This involvement included participation in the conference for women, industry/agency class presentations, and genuine support for what the project was trying to accomplish. As a result, the project staff members were not treated as outsiders, but rather, as welcome resources for low income women.

WOMEN IN INDUSTRY: LAST IN, FIRST OUT? WORKSHOP - To develop a base of support among employers and community agencies, the project sponsored an evening meeting on the topic of affirmative action as it related to the recession and nontraditional jobs. Following is the agenda:

- 7:00 Welcome - Louise Lex, Employment Project Director
- 7:10 Why Women Seek Nontraditional Jobs - Sharron Chapman, Patternmaker Apprentice, John Deere
- 7:50 What It's Like to be Different
"The Tale of O" by Goodmeasure
- 8:30 Affirmative Action: Issues of Concern - Bernadine Sikorski, Dean of Students, and Patricia Ewing, R.N., Buena Vista College

Most of the participants evaluated the program favorably; the slide presentation, "The Tale of O," was considered to be a particularly effective tool for

examining the difficulties of individuals who do not have the same characteristics as others in the workplace.

ADVISORY COUNCIL - Five industry-agency conference participants agreed to act as the project's advisors; they provided information on jobs as well as contributed their expertise at the women's conference and the Introduction to Women and Work class. It is expected that the community college will continue using these advisors in developing another class similar to the one sponsored by the project.

OUTCOME

Although the project staff assisted several hundred women with their job-related problems, primary attention was given to the CETA-eligible women in the Waterloo, Des Moines, and Iowa Lakes Community College classes.

WATERLOO CLASS PARTICIPANTS - All ten of the women completing the Introduction to the Trades class in December 1979 found jobs or entered programs to increase their skills. One woman expects to enter the machinist training program at Hawkeye Institute of Technology after she has finished her last GED test requirement; another is in the Hawkeye program, and a third class member finished a Chamber of Commerce-sponsored machinist training class. Four women worked in nontraditional jobs at John Deere, Kavalier Implement Company, Chamberlain Manufacturing Corporation, and a golf and country club; three were employed in traditional jobs as a custodian and nurses' aides.

DES MOINES CLASS PARTICIPANTS - Sixteen of the 21 women finishing the Introduction to the Trades class in Des Moines, subsequently found unsubsidized jobs or entered nontraditional job-training programs. Of this group, two were the first women admitted to the laborers' local union in Des Moines, one was accepted as an electrician apprentice in Cedar Rapids, another is in the operating engineers' apprenticeship program; five worked in jobs related to the building and construction industry. Four are working in more traditional occupations on a full or part-time basis; one woman who could not be contacted presumably is taking secretarial training.

Five have remained unemployed for a variety of personal reasons.

IOWA LAKES COMMUNITY COLLEGE CLASS PARTICIPANTS - Because the emphasis of the Iowa Lakes Community College class was placed on current program offerings at the college, it was expected that many of the class participants would not seek employment but, instead, would pursue further vocational education training. Nine of the 19 participants chose this option, and one expects to be enrolled at the college as soon as educational funds become available to her. Five are working in these unsubsidized jobs: police officer, bartender, youth worker, Avon sales and cleaning, and counselor. Two are actively looking for jobs, assisted by the project's vocational counselor. Personal reasons preclude training or job searches for two participants.

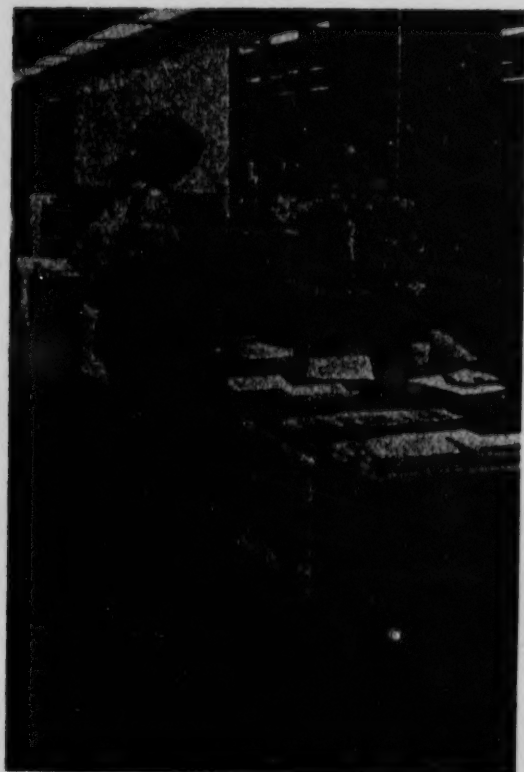
For the 50 women who completed the three classes, 41 or 82% were assisted in finding jobs or training. This figure includes those who completed nontraditional training programs, are waiting for educational funds, or currently are enrolled in vocational education programs as well as those who were employed on a full or part-time basis. The women from the Waterloo and Des Moines classes clearly were the most interested in pursuing nontraditional careers, while only four of the Iowa Lakes Community College class entered atypical jobs or training programs. This difference may be explained, in part, by the availability of skilled blue collar jobs in the two urban communities compared to the lack of these employment opportunities in a more rural setting like the Iowa Lakes Region. (The results of a follow-up study of the employed women and their employers are covered elsewhere in this report.) The following table provides a breakdown of the jobs or training status of the class participants.

EMPLOYMENT/TRAINING STATUS OF THE CLASS PARTICIPANTS	NUMBER
Enrolled in nontraditional training programs	8
Enrolled in traditional training programs	6
Expected to be enrolled in traditional training programs	1
Enrolled in GED classes	3
Employed in nontraditional jobs	15
Employed in traditional jobs	8
TOTAL	41

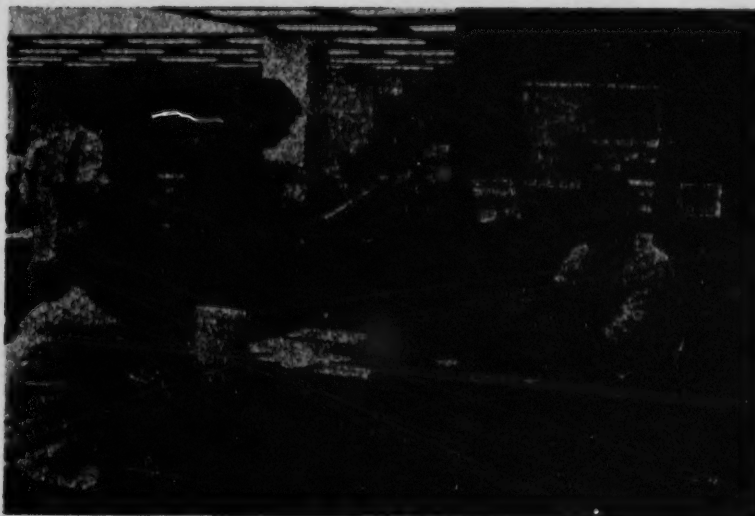
A labor union representative
prepares for the job fair.



The WIN program is explained
to a conference participant
at the job fair.



Industry representatives
discuss employment at the
job fair.



CRAFTSWOMEN IN THE SCHOOLS PROGRAM

The Craftswomen in the Schools Program was developed to provide high school girls with information about nontraditional jobs so they could begin to consider these careers as realistic options. A most effective tool for accomplishing this purpose was introducing students to craftswomen who were currently working in these fields. Two role models from the building trades conducted day-long simulation workshops at nine Iowa high schools where they worked on small projects relating to their trades. A carpenter, for example, built a stud wall and placed sheet rock over it; the electrician then ran wire through the wall and installed a switch. In addition to these demonstrations, the craftswomen discussed their respective trades; answered questions about prerequisites, working conditions, tools, and job satisfaction; and supervised students who wanted to try out their tools. Assisting the craftswomen was the program developer who set up the workshop, discussed career opportunities in the skilled crafts and trades, distributed printed information about nontraditional jobs, and administered the evaluations.

Besides providing financial support, the Department of Public Instruction (DPI) assumed responsibility for informing schools that the program was available. Interested school personnel responded by calling the project office to schedule the workshops or set up appointments for discussing the program in greater detail. A contact person in each school handled the room arrangements, acted as a liaison with the public information staff person, and estimated the number of students who would attend so enough kits of information could be prepared for all the participants.

School personnel had a choice of two formats. The first option contained two distinct elements: At an assembly the participants listened to the craftswomen make presentations and then had an opportunity to ask questions. After

the lecture-discussion, smaller groups of students participated in the simulation workshops held throughout the day. The second option combined the lecture-discussion with the workshop, limiting the total presentation to a 50 to 60-minute period. This time frame meant that students did not receive as much in-depth, background information as those who attended the lecture-discussion and separate workshop.

In their presentations the craftswomen covered these points:

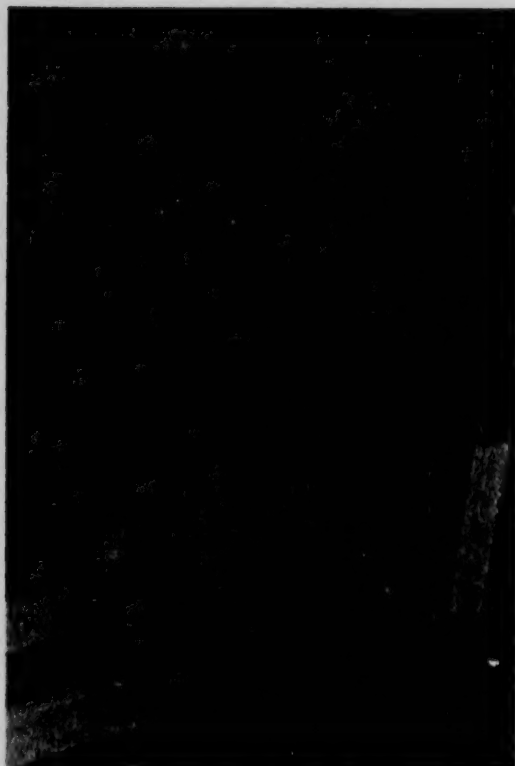
- How they got into their trade
- What their jobs involved
- Entry requirements
- A description of their on-the-job training and classroom instruction
- High school classes which would prepare students to enter these jobs
- The importance of a good school attendance record
- The pay scale
- The advantages and disadvantages of construction or industrial work

"Why Not a Woman?" a film produced by the Pennsylvania Commission on Women about women in many kinds of nontraditional jobs, was an additional option to schools scheduling the workshops. The film was shown either during the lecture-discussion session or during a class period a day or so prior to the workshop. Also, in one school where the workshop could not be fit into the schedule, the film was shown to stimulate a discussion of nontraditional careers among junior and senior girls.

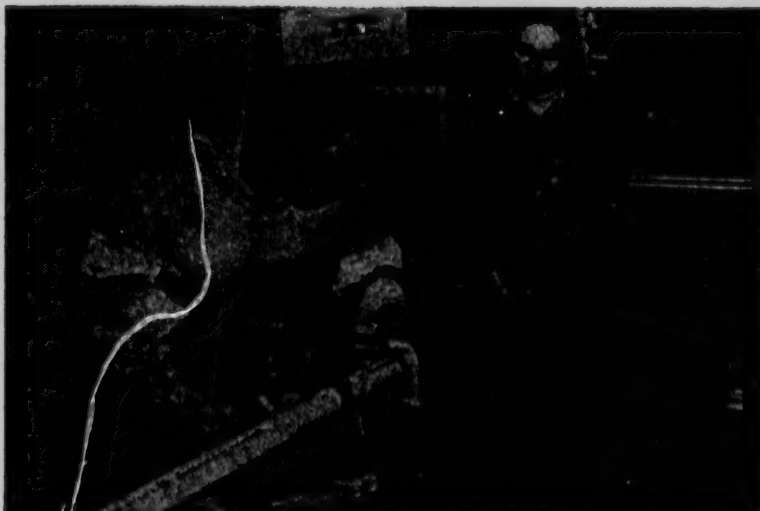
An apprentice plumber demonstrates her trade.



An apprentice carpenter works with a student participant on a building project.



A student participant tries her hand at cutting pipe.



In ten Iowa high schools 1399 students were reached by the Craftswomen in the Schools Program. Evaluations were distributed only to students who were involved in the simulation workshop segment; most of them also attended the lecture-discussion. Since all of the students who received the evaluations did not fill them out completely or turn them in, the analysis of the program's effectiveness is based on 453 evaluations. (Eighty-five percent (383) of the evaluators were girls; 15 percent (70) were boys.)

Two hundred forty-five students (225 girls and 20 boys) said they had not considered a career in the skilled trades before the workshops; 58 percent of the girls and 40 percent of the boys indicated that as a result of the workshop, they would look into the possibility of taking classes or intended to take classes related to these occupations. Exposure to female role models appeared to have a greater effect on the girls than on the boys. (See table below.)

EVALUATION QUESTION	GIRLS	BOYS	NUMBER
<i>Prior to the workshop I had not considered a career in the skilled crafts and trades.</i>	225 (100%)	20 (100%)	245 (100%)
<i>As a result of the workshop, I will look into the possibility of taking classes or intend to take classes preparing me for the skilled crafts or trades.</i>	130 (58%)	8 (40%)	138 (56%)

Students of both sexes who had given some thought to entering the skilled trades appeared to be reinforced by the workshop experience. Ninety-three percent of the girls (138) and 97 percent of the boys (32) who had considered these careers said they intended to take classes preparing them for a skilled trade or would look into the possibility of taking these classes. (See the following table.)

EVALUATION QUESTION	GIRLS	BOYS	NUMBER
<i>Prior to the workshop I had given some thought to a career in the skilled crafts trade .</i>	138 (100%)	32 (100%)	170 (100%)
<i>As a result of the workshop, I will look into the possibility of taking classes related to the skilled crafts and trades or intend to take classes preparing me for the skilled crafts and trades.</i>	129 (93%)	31 (97%)	160 (94%)

The workshops also reinforced the intentions of the 38 students (20 girls and 18 boys) who had been seriously interested in skilled trades as a career. Only one in this group (a boy) indicated the workshop had a negative effect. (See the table below.)

EVALUATION QUESTION	GIRLS	BOYS	NUMBER
<i>Prior to the workshop, I had seriously considered a career in the skilled crafts and trades.</i>	20 (100%)	18 (100%)	38 (100%)
<i>As a result of the workshop, I will look into the possibility of taking classes related to the skilled crafts and trades or intend to take classes preparing me for the skilled crafts and trades.</i>	20 (100%)	17 (94%)	37 (97%)

Overall, the workshops had either some influence on students' career planning or motivated them to consider a career in the skilled trades. Only 32 percent (147) indicated the sessions had no effect on their career plans. (See the following table.)

ATTENDING THE WORKSHOP HAS...	PERCENT	NUMBER
..had no effect on my career plans	32	147
..had some effect on my career plans	54	245
..motivated me to seriously consider a career in the skilled crafts and trades	13	61
TOTAL	99	453

Furthermore, most students (89%) rated the workshops as being either helpful or somewhat helpful in making career decisions. (See the table below.)

IN MAKING MY CAREER DECISION, I WOULD RATE THE WORKSHOP AS...	PERCENT	GIRLS	BOYS
..not very helpful	11	39	10
..somewhat helpful	45	168	37
..helpful	44	176	23
TOTAL	100	338	70

The findings demonstrate the crucial importance of exposing young women to occupational role models. Jo Shucat, who analyzed nearly 180 women's nontraditional job training programs in the country supports this conclusion: "The best technique you can use to help them (women) ... is to use role models—that is, flesh-and-blood women who have actually become bricklayers and survived to tell about it....Women need to hear this from women who have been there. Role models are your best drawing card, since they enable women to try on NTO (nontraditional occupations) mentally."

Recognizing the innovative features in this phase of the project, the Office for Planning and Programming, a state agency involved in CETA activities, selected the Craftswomen in the Schools Program as an example of an exemplary CETA project in Iowa.

A FOLLOW-UP SURVEY OF WOMEN IN NONTRADITIONAL JOBS AND OF THEIR EMPLOYERS

Based on a telephone survey of the 50 women who completed three intensive orientation to nontraditional jobs classes, this report is a summary of participants' problems, successes, and concerns with nontraditional (N-T) jobs, as well as their employers' attitudes about women working in these occupations. Besides assessing these dimensions, the survey provided up-to-date information about participants' employment and training status. In addition, employers' perceptions of the women's job performance were compared with the women's self-perceptions.

DEVELOPMENT OF THE SURVEY INSTRUMENT

Several factors influenced the type of questionnaire that was developed, how it was administered, and the validity of the findings:

The first of these factors was time. A total of eight weeks was devoted to reviewing the literature on female blue-collar workers, developing two surveys, administering them, analyzing the data, and summarizing the results. A telephone survey of the women and their employers or managers best fit into the time frame allotted for this phase of the project.

A second factor was the nature of the group itself. A total of 50 women, divided into three separate groups, attended the classes. Approximately two-thirds came from an urban setting; one-third was from a rural area. All the class participants had to be CETA-eligible. This meant they had low incomes and had been either unemployed or underemployed. Consequently, because of the group's selective nature, its small number, and the diversity within it, generalizations could not be made about all women in N-T jobs. Since the classes were conducted from November 1979 to August 1980, a third factor was that no woman could have worked for a period greater than nine months, a relatively short length of time to adjust to and feel confident in a new occupation. Furthermore,

many of the women were attempting to acquire new skills for which they had limited exposure due, in part, to sex role socialization.

For these reasons, the survey was not designed to test hypotheses. Instead, the goal was to compile information about the class participants and examine the similarities and differences which existed.

REVIEW OF THE LITERATURE

There is a likeness in the volume of research on women in N-T blue-collar jobs and the number of women working in these jobs - both are scarce. The existing literature has focused on a broad variety of N-T workers and different aspects of their employment. Apprenticeship has been examined (GESW, 1978; Mapp, 1973). Blue-collar workers employed by utility companies have also been researched. (Meyer and Lee, 1978). Investigators have examined membership within a union local (O'Farrell, 1980), male coworker hostility (O'Farrell, 1980), personal and social benefits of paid employment (Walshok and Walshok, 1980) and factors which affect the success of skilled blue-collar workers (Walshok, 1979). Pertinent elements in these studies were incorporated into the survey.

ADMINISTRATION OF THE SURVEY AND THE RESULTS

The questionnaire developed for the class participants was administered over the phone by both the program developer and the vocational counselor. Forty of the 50 class participants were reached. The interviewers' goals were to record the main idea expressed by the women and the employers when they answered the open-ended questions contained in the survey.

The questionnaire was designed to deal mainly with the concerns of the women who had obtained N-T employment after the class. Information also was solicited

from the ten women who actively sought work in a N-T field, but did not gain employment. Answers containing these women's perceptions about the barriers to their N-T employment can be found in the appendix.

EMPLOYMENT AND TRAINING STATUS OF THE CLASS PARTICIPANTS

In the table on the following page, data for participants' current employment and training status was provided.

Eleven women were contacted who worked in N-T jobs after the classes. They worked in varying occupations. Five were employed in the construction field, and three worked in industrial settings, and three worked in one of the following areas: custodial service, tool sales, or law enforcement.

RESPONSES OF CLASS PARTICIPANTS WHO WORKED IN N-T JOBS

The first seven questions in the survey were concerned with demographic information about these women. The N-T workers were asked about their marital status. A table comparing the Employment Project's findings to those of other researchers is shown below.

MARITAL STATUS OF WOMEN IN N-T JOBS

Study	Percent Single	Percent Married	Percent Divorced
EP (1980)*	36.4	9.1	54.5
RJ (1977)	43	31	26 **
Mapp (1973)	28.9	52.2	10.7
CESW (1979)	44.6	26.8	28.6
Meyer & Lee (1978)	50.7	45.2	4.1

*EP (1980) represents the results of the survey of class participants

** Includes the separated and widowed

The main difference in the findings is that far more of the Iowa women were divorced. Also, there was a smaller percentage of Iowa women who were married. In every other study, at least 25 percent or more of the women were married. Similar to other studies, the majority of the women in N-T jobs were white.

EMPLOYMENT OR TRAINING STATUS OF CLASS PARTICIPANTS

Location of the class	No. of weeks the class has been over	No. of women attending the class	No. of women working or in training after the class	No. of women in a N-T job after the class*	No. of women who sought training in a N-T field after the class	No. of women currently unemployed	No. of women whose activities are unknown
Waterloo	38	10	10 (100%)	2 (20%)	6 (60%)	3	0
Des Moines	23	21	16 (76.2%)	10 (47.6%)	3 (14.3%)	9	3
Emmetsburg	6	19	14 (73.7%)	1 (5.2%)	3 (15.8%)	5	0

*One woman fit into both N-T job and training categories.

However, 100 percent of the minority women who enrolled in the classes did find some kind of employment or training. The table below provides a breakdown by race and a comparison with other studies.

RACE OF WOMEN WORKING IN N-T JOBS

Study	Percent White	Percent Black	Percent Other
EP (1980)	100	0	0
Walshok (1979)	77.1	14.4	8.4
RJ (1977)	81	16	3

Walshok (1979) found that the more successful women working in N-T jobs came from backgrounds where the father was employed as a semi-skilled or skilled worker. According to the researcher, this background led to tolerant attitudes toward blue-collar men. (Tolerance levels were not explored in our survey.) Our findings confirmed, in part, those of Walshok: The eleven women who worked in a N-T job after the class came from a home where the father had worked in a blue-collar job.

The number of women working in N-T jobs who have children is shown in the following table. Every other study containing data in this area showed at least twice as many women who did not have children; for the group of women included in this survey, the average number of children for these Iowa women was 1.7.

PERCENTAGE OF N-T WORKERS THAT HAVE CHILDREN

Study	Women who have children	Women who do not have children
EP (1980)	81.8%	18 %
CESW (1979)	42.1%	57.9%
RJ (1977)	59 %	41 %
Mapp (1973)	63.5%	36.5%

The average age of the N-T workers in our study was 26.1 years. Over half

of the women were under 25. In other studies (CESW, 1979; Walshok, 1979; Meyer and Lee, 1978; Mapp, 1973) the majority of N-T female workers were in their late twenties and early thirties.

AGES OF THE N-T IOWA WOMEN

Age	Number of Women
19	1
21	2
22	2
24	1
27	2
28	1
37	1
39	1

Findings on education levels of the class participants also were consistent with other studies. Almost half of the women possessed training or education beyond the high school level. (See the table below.) Walshok (1979) has contended that this is a common characteristic of women who are successful in blue-collar jobs.

EDUCATION LEVEL OF N-T FEMALE WORKERS

Study	High school graduate or GED	College or vocational training beyond high school
EP (1980)	54.5%	45.5%
Walshok (1979)	19 %	76 %
CESW (1979)	16.2%	79 %
Meyer & Lee (1978)	78 %	17.7%
Mapp (1973)	?	46 %

The class participants were asked if they were the main support or major breadwinner for their immediate family. (Only one study contained comparable information.) As shown in the following table, a significant percentage of

the class participants were financially responsible for their immediate families.

ARE YOU THE MAIN SUPPORT OF YOUR IMMEDIATE FAMILY?

Study	Women who said "yes"	Women who said "no"	N/A
EP (1980)	81.8%	9.1%	9.1%
Mapp (1973)	37.1%	62.9%	

The women working in N-T jobs were asked what their reasons were for seeking N-T work. Walshok (1978) has described the need for money as a "taken for granted" factor. O'Farrell (1980) also has identified financial considerations as a primary motivation. Listed in the table below are the responses to the question "What are your reasons for seeking this type of work?" These responses were consistent with previous research.

WHAT ARE YOUR REASONS FOR SEEKING THIS TYPE OF WORK?

Reason*	Frequency of response
Money	9
Being outside	2
I don't like office work	1
Challenge	1
Prefers to work with men	1
Longtime interest	1

* Some women mentioned more than one reason.

RJ Associates (1977) has noted that there are numerous reasons why retention of female apprentices is a problem. Employment counselors persuade women to seek N-T jobs. Women may apply out of curiosity. Furthermore, because of their unfamiliarity with what is required in the work, women tend to feel overwhelmed. Meyer and Lee (1978) have reported that blue-collar women were often recruited or persuaded to apply for these N-T jobs. On the other hand, their white-collar

N-T counterparts were carefully screened and evaluated. Similar procedures for female applicants for blue-collar positions along with accurate information provided to the women about the jobs tend to reduce turnover. Class participants when questioned about the quality of information they received before they were hired, over 60 percent of the class participants stated they were informed.

HOW WELL INFORMED WERE YOU ABOUT THE DUTIES OF YOUR NEW JOB?

Response	Frequency	Percentage
Very well informed	2	18.2%
Fairly well informed	5	45.5%
Somewhat informed	1	9.1%
Not very well informed	1	9.1%
Not informed at all	2	18.2%
Don't know	0	----

To assess the kind of job screening they received, the women were asked, "Could you please list the requirements and/or training that you needed to get this job?" As shown in the following table, only four or 36.4 percent of the women recalled their employers having specific requirements for them to be eligible for employment.

COULD YOU PLEASE LIST THE REQUIREMENTS AND/OR TRAINING THAT YOU NEEDED TO GET THIS JOB?

Response or requirements and/or training	Frequency
None	5
They just asked if I was a farm girl, and that was about it.	1
Just being a woman.	1
Be strong and able to stand the heat and cold and have some common sense.	1
Some knowledge of tools and safety.	1
What did help me was the Women in Non-traditional Jobs class.	1
Good driving record, desire, high school graduate and willingness to attend the academy for law enforcement.	1

The women were asked if they were the first females to hold their particular jobs. More than half or 54.5 percent replied affirmatively. Because these women were the first females on the job, they were subject to observation. When there are no female coworkers, women experience isolation. Rj Associates (1977) have stated "The psychological impact of being the only woman on the job is for many women the most difficult aspect of apprenticeship." The number of female coworkers is depicted in the following table and is a response to the query, "I'd like to know how many women are in your work groups."

I'D LIKE TO KNOW HOW MANY WOMEN ARE IN YOUR WORK GROUP?

Response Question	Frequency of Yes Responses	Percentage
Are you the only female?	8	72.7%
Is there less than 25% females in your group?	2	18.2%
Or is your work group 25 to 50% female?	-	----
Just over 50%?	1	9.1%

The women currently employed at the time the survey was administered had worked anywhere from two to seven and one-half months. The average length of time employed for this group was 3.6 months. The women who were not working because of lay-offs, being fired, or quitting were employed from three weeks to five months. Their average length of employment was 2.4 months. The overall average length of employment for the participants was three months. This is a relatively short period of time. Many women were still in the process of adjusting to their new jobs, and their responses may have reflected their limited tenure.

The class participants were questioned about how qualified they were for their jobs in comparison to the men who held positions. The findings in the table below show a consistency with other studies of N-T workers who were asked the question "Do you feel you are as well qualified for your position as the men who hold your job?"

DO YOU FEEL YOU ARE AS WELL QUALIFIED
FOR YOUR POSITION AS THE MEN WHO HOLD YOUR JOB?

Response	Frequency		Percentage	
	EP (1980)	USDL (1978)	EP (1980)	USDL (1978)
Not as well qualified as men		13		17.8%
Just as well qualified as men	10	58	90.9%	79.5%
Better qualified than men	1	2	9.1%	2.7%
Don't know	--	--	-----	-----

All of the women working had on-the-job training. This training consisted of instruction from an experienced worker. When asked if they were satisfied with the training they received, 63.6 percent replied positively. Of those with negative responses, three stated they were "somewhat" dissatisfied, and one replied "no". Following are the responses to the question, "What is lacking?"

"He wouldn't get down and show me. He'd only tell me. He has a hard time trying to do work himself and keep me busy."

"I didn't get to do the things I had learned to do. I got lighter duties because I was a woman."

"The person training me did not know her job all that well. She didn't know all the problems with tile."

Several questions were asked of the women to assess how their coworkers felt about their N-T employment. The first question focused on their male coworkers' attitudes: "How do the men you work with feel about you doing N-T work?" Apparently, women saw their male coworkers as viewing their presence positively. (See the following table.)

HOW DO THE MEN YOU WORK WITH FEEL ABOUT YOU DOING N-T WORK?

Response	Frequency	Percentage
Strongly approve	3	27.3%
Approve	5	45.4%
No opinion	-	-----
Disapprove	-	-----
Strongly disapprove	-	-----
Don't know	2	18.2%
No answer	1	9.1%

Another way of assessing coworkers' receptiveness was to ask the women about the assistance they received on the job: "Do you feel you are given more or less help than men in your job?" The responses are provided in the following table.

DO YOU FEEL YOU ARE GIVEN MORE OR LESS HELP THAN MEN IN YOUR JOB?

Response	Frequency		Percentage	
	EP (1980)	USDL (1978)	EP (1980)	USDL (1978)
Given more help	3	20	27.3%	27.4%
No more, no less	7	38	63.6%	52.1%
Given less help	1	10	9.1%	20.5%

The findings of the Employment Project are consistent with the research on blue-collar women working for utility companies (Meyer and Lee, 1978). Over half of the women in both studies had problems with overprotection from males. RJ Associates (1977) noted that when men did the work for the women, it prevented the women from developing necessary skills.

Only three working women lived with their husbands or a significant other person. All of them stated that this person had a favorable attitude toward their employment. This finding is consistent with the research on apprentices conducted by Mapp (1973). It conflicts with the study on N-T workers in blue-collar jobs

working for utility companies (Meyer and Lee, 1978). That research showed that over a third of the women felt their new job roles caused some problems with either husbands, male friends, or other friends. The question in the survey focusing on friends and family supports that finding. When asked about these individuals' attitudes toward the women's jobs, 63.6 percent of the women stated the attitudes were favorable, and 36.4 percent stated they were mixed.

While money has been shown to be a motivation for women seeking N-T jobs, it is not the only positive aspect of employment. An unexpectedly high level of job satisfaction among semi-skilled and skilled workers has been found to be an important stimulus. (Walshok and Walshok, 1978). While male coworker hostility may have to be endured, it is perceived as a barrier worth overcoming because of other benefits derived from N-T employment (O'Farrell and Harlan, 1980). More women are concerned with intrinsic job rewards such as job content as opposed to extrinsic things like wages (Meyer and Lee, 1978). Factors such as challenge, personal satisfaction, self-worth, and self-confidence have been rewards for women in atypical occupations (Walshok and Walshok, 1978).

The survey did not measure job satisfaction. However, an attempt was made to discover what the women liked and disliked about their jobs. (See the appendix.) Independence, physical work, working with the "guys", and just being able to work were the predominant reasons why women liked their jobs. Most frequently disliked were the hard labor and lack of job stability.

The questionnaire for the managers was administered by the program developer and this survey instrument is included in the appendix. Whenever possible, the supervisor directly responsible for the N-T worker was contacted. However, only seven employers were reached, a number too small to use as a basis for conclusions.

As shown in the table below, responses to the questions on equal employment opportunity and affirmative action indicated the companies surveyed were making an effort to include women in the work place. Furthermore, six of the seven employers felt their companies had provided their female employees with accurate information about new job opportunities, a belief shared by the women.

EMPLOYERS' ACTIVITIES IN IMPLEMENTING EEO AND AA

<i>In the past, has your company...</i>	<i>Frequency of the Yes Responses</i>	<i>Percentage</i>
<i>...actively recruited women into N-T jobs</i>	<i>3</i>	<i>42%</i>
<i>...provided women with accurate information about new job opportunities</i>	<i>6</i>	<i>85.7%</i>
<i>...provided special training which would put women on an equal footing with men</i>	<i>0</i>	<i>0</i>
<i>...held meetings or training sessions for supervisors to help prepare them for the integration of women into traditionally male jobs</i>	<i>3</i>	<i>42%</i>

According to every employer queried, there were no differences between the responsibilities of men and women holding similar jobs. (In contrast to our survey, Meyer and Lee (1978) noted considerable differences.) Five employers stated they previously had employed women, and this experience may have explained why there were no apparent biases. Briggs (1974) found sexual bias less evident in those shops where women already were employed. Five employers also contended the female employers were more motivated than their male employers. Concerning female job performance, one employer rated his employee as an outstanding worker, three said their employees generally were performing well, and three said there were some problems. When asked if they would recommend hiring women in the future, six responded affirmatively, and one was negative.

Those commenting on the women's job-related problems mentioned the following:

"Learning the tools (is a problem)."

"I think basically (she is) somewhat inattentive when she is being instructed. ...I've had to speak to her about coffee breaks and returning from lunch."

"She did not get along with the other woman she worked with."

"We work in the heat, and it's a lot of work. She wasn't physically able to handle that type of work and I think she knew it."

"(She was) sleeping on duty."

The employers' responses to questions about on-the-job performance and tardiness jibed with the women's self-reports. Both groups were asked to pick the word or phrase which most accurately described the frequency the N-T worker was either late or tardy. Another area of agreement related to working relationships with other employees. Only one of the seven N-T workers viewed her relationship with her coworkers in a different way from her employer. Most employers believed the women were getting along with their coworkers.

The employers as well as the women were given a list of job-related problems and asked to indicate whether or not these problems related to the women's work situation. Basically, both groups identified the same problems - child care, inadequate knowledge of tools, inadequate knowledge of job terminology, and inadequate knowledge of work procedures. Possibly, the differences in frequency of responses could be attributed to the smaller number of employers queried. Some of the employers also may have been less than candid in their responses because of the gender of the interviewer and the state agency she represented. (This difficulty also was noted by Mapp, 1973.) The frequency each group perceived the items in the list to be problems is shown in the following table.

A LIST OF POSSIBLE WORK-RELATED PROBLEMS*

Item	N-T Worker	Supervisor/ Manager
Inadequate physical conditioning	7	2
Knowing what clothes to wear	0	0
Child care	4	1
Age Discrimination	0	0
Lack of adequate transportation	1	0
Lack of high school diploma	0	0
Inadequate math/science background	2	0
Inadequate knowledge of tools	3	2
Inadequate knowledge of job terminology	6	1
Inadequate knowledge of work procedures	6	1
Unwillingness to do heavy or dirty jobs	0	1
Unwillingness to work long hours	0	0
Unwillingness to work in adverse weather conditions	0	0
Inability to deal with coworker harassment	1	0

*This list was developed by the Women's Bureau, U.S. Department of Labor.

SUMMARY

Some of the findings about the women in this survey were similar to those in other research. These similarities were:

- The women were white.
- Ten of the 11 women came from families where either one or both parents worked in blue-collar occupations.
- In terms of educational levels, the women were like other blue-collar women.
- The chief reason why they sought N-T jobs was money.
- The majority felt they were just as well-qualified for their jobs as the men in their jobs.
- Twenty-five percent experienced problems with chivalry.
- Although they enjoyed earning good wages, many found a great deal of satisfaction in their work.

There also were some differences between our findings and other research and these included:

- Far more of the women in our survey were divorced.
- Twice as many of the Iowa women had children.
- Ten of the 11 Iowa women were major breadwinners.
- All the employers stated that male and female job responsibilities were the same.

These survey findings also were considered to be of some significance:

- Most women felt at least fairly well-informed about their job responsibilities; the information given to them was accurate.
- Few women (36.4%) said there were specific employment-eligibility requirements.
- More than half of the women were the first women holding their jobs.
- The average length of employment was three months.
- According to most of the women, their male coworkers approved of their doing N-T work.
- The women felt they had a good relationship with their coworkers and their employers agreed with this opinion.
- A majority of the employers considered the women to be more motivated than their male employees.
- Most employers said they would recommend hiring women to others in their industry.
- For the most part, the women's self-perceptions about their work attendance were consistent with their employers' reports.
- While 50 percent currently are unemployed, only half of this group voluntarily left their jobs. The others were laid off. The recession, in many cases, made it difficult for the women to obtain employment and retain jobs.
- Although a survey question did not address their unemployment problems, in the telephone interviews, the women expressed a number of concerns. When they were laid off, these low-income women had no financial cushion. Furthermore, because of their short job tenure, they did not qualify for unemployment

insurance. Enrolling again in ADC and the food stamp program took several weeks, creating a major financial crisis.

- The employers surveyed had very positive attitudes about women working in N-T jobs, as evidenced by their responses to the questions on motivation, how well the women got along with their male coworkers, and hiring recommendations to other employers.

BIBLIOGRAPHY

Briggs, Norma. Women in Apprenticeship—Why Not? Monograph 33. Washington, D.C.: Department of Labor, Manpower Research, 1974.

Dee, Elizabeth; Kane, Roslyn D.; and Miller, Jill (eds.). Problems of Women in Apprenticeship. Arlington, Va.: Rj Associates, Inc., 1977.

Mapp, Patricia. Women in Apprenticeship - Why Not? Madison, Wisconsin: Department of Industry, Labor and Human Relations, Division of Apprenticeship and Training, 1973.

Meyer, Herbert H. and Lee, Mary Dean. Women in Traditionally Male Jobs: The Experiences of Ten Public Utility Companies. Monograph 65. Washington, D.C.: U.S. Department of Labor, Employment Training Administration, Research and Development, 1978.

O'Farrell, Brigid. "Affirmative Action for Women in Craft Jobs: Change in the Small Industrial Workgroup." Paper presented to the Joint Session of the Society for the Study of Social Problems and the American Sociological Association Annual Meetings. Marlboro, Massachusetts. Aug. 25, 1975.

O'Farrell, Brigid. "Women and Blue-Collar Work." Paper presented at the Industrial Liaison Symposium, Massachusetts Institute of Technology. Jan. 26, 1978.

O'Farrell, Brigid. "Women and Nontraditional Blue-Collar Jobs: A Case Study of Local I." Research Grant 21-25-78-21. Washington, D.C.: U.S. Department of Labor, 1980.

O'Farrell, Brigid and Harlan, Sharon. "Craftworkers and Clerks: The Effects of Male Coworker Hostility on Women's Satisfaction with Nontraditional Jobs." Center for the Study of Metropolitan Problems, National Institute of Mental Health. Grant No. IR01MH30767.

Rj Associates, Inc. Problems of Women in Apprenticeship. Arlington, Virginia: 1977.

Walshok, Marco Gary and Walshok, Mary Lindenstein. "The Personal and Social Benefits of Paid Employment for Urban Women in Skilled and Semi-Skilled Occupations." Paper presented at the Ninth World Congress of Sociology, Uppsala, Sweden, August 1978.

Walshok, Mary Lindenstein. "Factors Affecting Success for Women in Skilled Blue-Collar Jobs." Paper presented at the annual meetings of the Society for the Study of Social Problems. Boston, Massachusetts, August 1979.

Walshok, Mary Lindenstein. "Methodological Issues in the Study of Specialized Urban Populations: Women Employed in Working Class and Blue-Collar Occupations." Paper presented at the Southwestern Anthropology Meetings, April 1977.

Walshok, Mary Lindenstein. "Occupational Values and Family Roles: A Descriptive Study of Women Working in Blue-Collar and Service Occupations." *Urban and Social Change Review*, Vol. II, Nos. 1 & 2, 1978. pp. 12-20.

Women in the Trades. A Study of Apprenticeship in Minnesota. St. Paul, Minn.: Council on the Economic Status of Women, 1979.

Women in Nontraditional Jobs Conference

Summary of Evaluations

Women in Nontraditional Jobs Conference

February 5, 1980

Y.W.C.A.

Des Moines

Attendance: 56

Evaluations: 48

1. How did you hear about the conference?

Newspaper article - 16

Direct mail - 7

Friend - 12

Poster - 2

Agency person - 7

Newspaper classified ad - 6

Radio - 4

Television - 0

Y.W.C.A. - 2

School - 1

2. What was the most valuable part of the workshop?

Session I: An Introduction to Nontraditional Jobs - 11

Session II: Women in Nontraditional Jobs - 35

Session III: Is a Nontraditional Job the Right Choice for Me? - 10

Session IV: Getting and Keeping a Nontraditional Job - 13

Comment: Bottom Line-- all of it was valuable time.

3. Did the conference deal with your concerns or answer your questions?

Yes - 46

No - 2

Yes and no - 1

Some - 2

Not all of them - 1

Comments:

Opened up a lot of resources I didn't know about.

I enjoyed the first hand experiences discussed

I think it was extremely helpful in explaining the jobs.

Excellent - keep everything just the same.

I really did not know what a nontraditional job was until I came to this meeting. It helped me to determine the kinds of jobs I do not want.

When I first came I wasn't sure what all of it was about. I think all of the people helped make everything clear and pretty interesting.

Women need to call themselves women and NOT men - such as: tradesperson, journeyperson or craftsperson.

Except I have no idea from this of anything except construction work.

Would have liked to have heard from the bookbinder and John Deere representative.

I wanted to hear from the bookbinder since I heard of a possible job. I also

wanted more individual time with the resource people.

I really didn't have any question. I was just curious and trying to get some job ideas. I'm trying to find a job that is interesting.

Somewhat -- offered much food for thought.

Most of them. At least it helped me find a start. Someone to contact.

It was very informative and uplifting to realize that someone is on your side.

Need some onformation about insurance and benefits connected with unions.

I'm not sure what I'd like to go into - I have so many interests.

The more I learned, the more I wanted to know. VERY INTERESTING & STIMULATING.

I feel there are also disadvantages to being in a union and these things weren't mentioned. But I also grew up in a family that depended on the union and I know it's difficult to get decent work as a nonunion person.

I have been wondering how to get into this field of work and it has given me an opportunity to pursue it.

I think I was lucky I heard about this, and it has convinced me to give it a good try.

I am not qualified for "learning trades" because of the financial qualifications of \$14,000 of husbands income.

This has made me work harder for my own future.

4. Would you add or leave anything out of the program for future workshops?

No - I think that they covered everything.

No.

No.

It was fine just the way it was.

Talk more on union - dues, speak about of the union's insurance benefits.

It's good. It should give people a step by step guide how to obtain this goal.

Have a wider range of speakers. Include speakers on union trades other than construction, such as printing.

No.

No.

No.

More people to identify with in different fields in Session II.

Session II could be expanded - more jobs identified as to what is entailed in each.

Yes, it might be too much to ask, but some women need still another push.

It would be helpful if you had a list of jobs that are available right now.

No.

No.

Shorter periods in large group. This is O.K. for myself because I will talk up, but some people will not speak out.

Sexist language should be left out.

No.

No.

I would like you to announce the Community and Career Planning Center for Women's life planning workshops for displaced homemakers.

I would have liked to have heard more about the electricians and plumbers.

More women in different fields.

Enjoyed it.

Add more about classed, day care during these classes. Help women with information about child care.

5. Any other comments?

I found that the Des Moines Family Day Care Resource Center is helpful in finding child care in your own area and at reasonable prices. Care for my children was a big worry and problem.

Thank you.

Thanks- we need this!

I really found this helpful and supportive.

The speakers did a very, very good job. I really did enjoy the meeting.

Carolyn Bayreder and Louise Lex are excellent speakers. They did a commendable job! The agenda was excellent. Why would an agenda for nontraditional jobs for women include a chauvinist person, Carl Johnson, go on and on and on, stumbling all the way, and consistently making sexist comments? He was nauseating.

Was not able to stay for all of the workshop, but enjoyed what I was able to be there for.

By encouraging people to ask question in small groups you eliminate people getting bored.

I did enjoy this very much. It has given me a little push and renewed my courage.

Session IV enlightening, but pretty well covered in Session II.

I have checked into a number of financial programs. I always seem to come to a dead end. Most programs don't offer aid for part time schooling (grants). If you do get a grant to go full time, you can't pay your rent, etc., on a part time job.

I would like to know more about Project Second Start.

I really enjoyed this conference and thank you for the opportunity. With so much support and with my own determination, I can't imagine failing to get into the field I choose. Thanx again. Good job.

I am not totally feminist, However, I feel a question of harassment from male co-workers wouldn't be a direct problem with my keeping a job or being comfortable on a job. Because of tradition the attitudes will be there until we women do the work, and show our capabilities, and that's gonna take time (years) and patience! (Being a mom, I think that's one thing I am very good at, and that's being patient, but not passive.)

I guess I'm interested in some more traditional jobs; but requiring more training or specialization.

"Thank you" for this conference. It's very interesting, challenging- different. I enjoyed it. It's practical.

I think it's a very good program, and I hope I will have a chance to share it.

Women in Skilled Jobs Conference

Summary of Skilled Jobs
Evaluations

1. In your opinion, how useful are meetings like this in providing women with information about skilled (nontraditional) jobs, paying good salaries?

Very useful - 39
Somewhat useful - 10
Undecided - 5

2. In your opinion, do skilled (non traditional) jobs as a career offer women a choice for:

A real career opportunity - 19
A career possibility for very few women - 31
A career possibility for some women - 4

3. In your opinion, do women have a right to work in jobs usually done by men?

Yes - 51
No - 1
Undecided - 3

4. In your opinion, do women as a result of working on jobs usually done by men (check as many as you think apply):

Lose certain feminine characteristics - 8 (1 40/50, 2 over 50, 3 20/30 & 1 NA)
Are unaffected by work conditions - 7
Have more difficult decisions to make - 6
Become more independent individuals - 48
Change their life styles - 25
Are benefited financially - 47
Gain more than they lose - 39
Lose more than they gain - 2 (1 over 50 & 1 40/50)

5. In your opinion, did this meeting provide you with the information you came for?

Yes - 37
No - 3
Undecided - 8

6. Please tell us which sessions you felt were more important and meaningful to you.

Assertiveness Training - 12	How to get a GED - 1
Bricklaying - 1	Law Enforcement - 1
Carpenter - 1	Plumber - 3
Computer Operations - 2	Time Management - 2
Decision Making - 1	Self Assessment - 5
Electronics - 2	Sexual Harassment - 1

Single Working Mothers - 5
Stress Reduction - 2
Tool & Die Making - 1
Welding - 1
Job Fair - 8

7. Please tell us which sessions had little or no meaning for you.

How to Get a High School Diploma - 2
Job Fair - 2
WIN, CETA - due to my exposure and no results
All were informative
Personal Development Skills (necessary, but not especially helpful to me personally).
I think any session you had might help someone.
Single Working Mothers
Decision Making
Handling Sexual Harassment
Session introducing the community agencies.

8. If the person making a presentation during any session was a women actually working in a skilled (nontraditional) job, how effective did this make the session?

Very effective - 25
Somewhat effective - 6
Did not make any difference - 5

9. How did you hear about this meeting?

Radio - 4
TV - 2
Newspaper - 9
Friend - 10
Invitation by mail - 22
Other: YWCA - 4
Sister - 2
School - 1
CSW invitation - 2
Community Career Planning Center for Women - 1
Poster - 3

10. Personal Information

I. Age Group: Teens - 4
20/30 - 37
40/50 - 8
over 50 - 3
II. Race: White - 43
Black - 3
Mexican - 1
III. Income: Less than \$5,000 - 20
Over \$5,000 - 21
Over \$10,000 - 14

IV. Education: Less than high school - 5
Completed high school - 21
Some college - 16
College degree - 8

V. Are you now involved with:
WIN - 4; 1 spouse is
CETA - 4

VI. Are you the chief source of income (the breadwinner) in your family?
Yes - 35
No - 14

Other Comments:

This was a very informative program. I want to thank you for the invitation. This day helped me to make some major decisions. I feel more should be done to help women employed in low paying, traditional jobs make a transition to nontraditional type jobs.

Women and Work Conference

Women & Work

Spencer Family YWCA

June 7, 1980

Evaluations: 18

Attendance: 32

1. How did you hear about the conference?

Newspaper- 4

Direct mail - 5

Friend - 4

Poster - 2

Agency person - 5

Newspaper classified ad - 1

Radio - 2

Television - 1

2. Personal information

A. Age group: Teens - 0 20/30 - 13 40/50 - 3 over 50 - 1

B. Race: white - 17

C. Income: Less than \$5,000 - 3 Over \$5,000 - 5 Over \$10,000 - 8

D. Education: Less than high school - 0

Completed high school - 2

Some college - 4

A. A. - 2

College degree - 9

E. Are you involved with:

Work Incentive Program - 0

CETA - 4

ADC - 2

F. Are you the chief source of income (the "breadwinner") in your family?

Yes - 10

No - 7

3. Why did you come to the conference today?

I spoke in the morning but thought everything sounded interesting.

To see what you had to say about nontraditional jobs.

Seeking job skills for looking for a new job.

I have recently sold my business and am seeking employment.

I feel that I have a great deal of unused potential and skills. I would like to get a better job which coincides with my educational level. I thought the conference might help me.

Curiosity, it sounded interesting, exciting, challenging. Our financial needs are increasing.

To facilitate more active involvement of my clients in appropriate job placements, particularly the private sector.

To learn more about what's being offered in the job fields, plus to learn more about myself. Now that my daughter is 11½, I'd like to get back to the mainstream of the working force.

I was invited because I'm a CETA employee and a single parent. Also, I'm a recruiter on CETA with the Iowa Lakes Community College, and as of September, I could or couldn't have a job.

Interested in locating part-time employment.

I was asked to speak. I also am very interested in programs designed for helping women find jobs; and work up into better positions.

To learn more of what nontraditional jobs are, the skills needed to obtain and

maintain a "n-t" job. To learn about the availability of jobs within the local area. In my current job, I would like to be able to direct others into "n-t" jobs. Also, to know how the Iowa Commission on the Status operates and the resources they could provide to women in N.W. Iowa.

Was curious to see what it was about.

I heard about the class and am interested. I thought I might pick up some tips on interviewing, etc. I figure I have been unemployed for 9 months, so I must be doing something wrong and perhaps I could learn what it is and remedy it.

I would like to find a job that I feel I could make enough to pay to work and drive.

I am a CETA employee working with IDSS and I thought that knowledge of these areas of work would be helpful in my work. I work with a lot of women who could use these skills in job-hunting and I will be able to be a resource person.

4. Put a check mark by the most valuable workshop(s).

Opportunities You May Not Have Considered - 3

Assertiveness Training - 6

Time Management/Stress - 8

Handling Sexual Harassment - 1

Working Mother's - 3

Interviewing/Motivational Skills - 3

Self Assessment - 2

Getting a High School Diploma - 1

Where Do I Go From Here? - 0

Put a check mark by the least valuable workshop(s).

Opportunities You May Not Have Considered - 1

Assertiveness Training - 0

Time Management/Stress - 0

Handling Sexual Harassment - 1

Working Mothers - 1

Interviewing/Motivational Skills - 0

Self Assessment - 1

Getting a High School Diploma - 0

Where Do I Go from Here? - 0

5. Did the conference deal with your questions and concerns?

Yes - 15 No - 0

6. Any other comments?

On the whole, the conference was interesting. However, I think many potential participants were not here because of lack of publicity.

More information could be presented about how to look for a job in places where jobs are not advertised. Many jobs are not publically announced, and a person needs to know how to ferret them out.

I enjoyed the sessions, and I received helpful information from them.

Would like more details of apprenticeships available within the area and details how to apply. It still seems to be who and not what you know.

Mrs. Sackett offered such positive comments at the beginning of the meeting. She said she wasn't young enough to get into these "new" areas, but her seasoned words of wisdom were appreciated.

I was only able to attend the afternoon session. I'm confident that the other workshops would have been equally beneficial. I wish the thing I received in the mail had said that one could bring a sack lunch.

All in all, I enjoyed the workshops and information very much. I feel this is a very good program, but it was not advertized very well to the people who need it too. Saturday is bad because there is too much going on at this time. Maybe a couple of evening courses, etc. might help to get more people to attend. Please don't give up on the women here. We need your program and all the help you can to pull women up. Prior to this I had not heard of the Commission. I am very impressed. I want you to keep me informed from time to time on what projects the Commission is working on. Great conference. I wish we would have had more time so that we could have attended more workshops. I would like to change my life so that I could make a nice living.

INTRODUCTION TO THE TRADES CLASS

A Course Outline

Purpose: The purpose of the class is to introduce the participants to the building and construction trades.

Goals: The goals of the course are to:

1. Orient the participants to the skills and work requirements in the building and construction trades.
2. Provide enough information, counseling, and hands-on experience so the participants can make a realistic career decision.
3. Prepare the participants for employment through occupational fitness training and personal skill development sessions.
4. Place those completing the course in nontraditional training programs and/or jobs.

Goal 1: Construction and Building Trades Orientation

During the six weeks course these trades will be explored:

Laborers
Plumbers
Iron Workers
Asbestos Workers
Painters
Bricklayers
Carpenters
Welding
Operating Engineers
Roofers
Plasterers
Glaziers
Electricians
Sheet Metal Workers

Instructors from each of the trades will cover the following information: apprenticeship training programs and entry requirements; tools, equipment, and skill requirements; advantages and disadvantages of the occupation; wages and fringe benefits; basic trade terminology, and steps for finding and keeping a job.

In addition to the classroom trades instruction, sessions on math, blue print reading, and first aid/safety are planned. The participants also will have an opportunity to talk to female craftspersons.

Goal 2: Career Decision Making

In the first two weeks, the participants will take the Strong Vocational Interest Battery and will spend one six-hour session at the Des Moines Area Community College Career Exploration Center where they will explore a variety of occupations. Throughout the entire six weeks, the vocational counselor will provide group and individual counseling to assist the participants in deciding the careers for which they are suited. A Job Finders Club for those completing the class will help the women find jobs and training.

An important component in making a realistic career choice is practical application of what has been learned during the classroom instruction. Where possible, the participants will have an opportunity to try their hands at welding, building maintenance and repair, and basic carpentry techniques. The women will learn to work on a crew, take orders, and use hand and power tools at a job site provided by the Des Moines Parks and Recreation Department. They will be expected to get to the job site on time and work outdoors in March. Approximately 30 hours will be devoted to this activity. Job site visits also will be arranged so the participants can observe construction crews at work.

Goal 3: Personal Development Skills and Occupation Fitness Training

Because occupational fitness is required by every skilled trade, a routine of physical exercise will be started on the second day of the class and continued each day throughout the six weeks course. The personal development skills components include sessions on assertiveness training, decision making, effective interviewing techniques, resume writing, handling job-related problems such as sexual harassment. Since some of the major problems of apprentices relate to being punctual and responsible behavior, a point system will be instituted to measure punctuality and good work habits.

POINT SYSTEM

The program is operated on a point system, whereby points are assigned for lateness, sleeping, unexcused absences, and the influence of chemical substances while in class or on job sites. Each participant will be notified of any points she accumulates. The accumulation of 12 points will require the participant to appear for a conference with the vocational counselor and the project director. Any participant receiving 12 points could be terminated from the program. Points will be assigned for the following:

(1) Absent one day (unexcused)	8 points
(2) Late (under 2 hours) unexcused	2 points
(3) Late (under 4 hours) unexcused	4 points
(4) Late (4 hours or more) unexcused	8 points
(5) Lack of cooperation with the vocational counselor	4 points
(6) Under the influence of alcoholic beverages and/or drugs while in class or on the job site	8 points
(7) Sleeping while in class	4 points

Goal 4: Job and Training Placement

At the outset, the participants will be introduced to agencies and resources that are available to them in their pursuit of nontraditional careers. On the last day of the course, representatives from Job Service, WIN, CETA, and the Community College will meet with the participants to establish training and employment linkages.

CLASS SCHEDULE

February 18	Completion of CETA Intake Forms Introductions Presentations - Des Moines Technical High School, Des Moines Area Apprenticeship Outreach Program, Employment Project, Bureau of Apprenticeship and Training, Contractors Administration of Strong Vocational Interest Battery
February 19	Begin Occupational Fitness Training Presentations - Job Service, CETA, WIN, ICMS
February 20	Laborers Role Models
February 21	Safety Resume Writing Assertiveness Training
February 22	First Aid Job Site Visit
February 25	First Aid Vocational Counseling Assertiveness Training
February 26	Math and Blue Print Reading Career Exploration (Half the Class)
February 27	Math and Blue Print Reading Career Exploration (Half the Class)
February 28	Plumbers Interviewing Assertiveness Training
February 29	Job Site Visit
March 3	Operating Engineers
March 4	Boilermaking, Iron Workers, Roofers, Asbestos workers, Plasterers, Assertiveness Training
March 5	Painting

March 6	Papering Sheetrocking Assertiveness Training
March 7	Glazing Job Site Visit
March 10	Bricklaying
March 11	Bricklaying
March 12	Interviewing Assertiveness Training
March 13	Electrical Wiring
March 14	Sheet metal workers Interviewing Job Site visit
March 17	Carpentry
March 18	Carpentry
March 19	Carpentry Life Decision Making
March 20	Carpentry
March 21	Carpentry
March 24	Carpentry Building Maintenance and Repair
March 25	Carpentry Building Maintenance and Repair
March 26	Carpentry Building Maintenance and Repair Job Related Problems
March 27	Welding
March 28	Career Decision Making, Evaluations Wrap-up, 12:00 Noon Picnic/Job Finders Club Job Service, WIN/CETA, Community College Representatives

INTRODUCTION TO THE TRADES EVALUATION

1. What from the class was the most beneficial to you?

Hands on instruction--11	Interviewing skills--2
Assertiveness and --5	Interaction among --2
personal development	class members
Park Shop experience --4	Career exploration--2
Carpentry instruction--4	Role models-- 1

2. What were the program's weak spots and how could they be avoided in the future?

No weak spots -- 6	Needed more staff members-- 3
Boring speakers-- 4	Better system for payment-- 2
More hands on needed--4	and babysitters
Needed to screen --- 3	Better fitness training-- 1
participants	More individual counseling--1

3. What effects has the class had on your goals, interests, outlook on yourself, on non-traditional jobs, etc.?

Increased feeling of self worth--11	Provided feeling that can set own goals--4
Provided needed encouragement ---10	Proved that physical load not too---2
to make lifestyle change	heavy to handle
Encouraged to try nontraditional--8	
job	
"I'm no longer afraid to look ahead and set goals. I feel capable of so much more than I did 6 weeks ago."	
"It's changed my life in thinking I'm worth it as a human being. I can do the physical work, but just needed a push. Now I can stand on my own two feet for once and not get walked all over."	

4. How can the role of the coordinator be changed or improved?

No improvement needed-- 10	Had too much paperwork--3
Understaffed; needed -- 7	Needed to do more ---2
assistance	individual counseling
Needed to be more --3	
assertive	

5. What type of follow-up by the Commission would be most beneficial to you?

Help with placement and referrals--12
 Followup and tracking-- 8
 Info about other classmates-- 4

Support groups and meetings--4
 Moral support and frequent --2
 contact and counseling

Please rate the following activities from 1 to 10 according to their value to the program.

<u>6.42</u>	Agency Presentations (WIN, CETA, ICMS, DMACC, BAT Outreach, Job Service)
<u>8.82</u>	Safety and First Aid (Jerry Skeers, Lee Carper)
<u>8.94</u>	Assertiveness Training (Marie Hart)
<u>7.37</u>	Vocational Counseling and CISI (Maxine Wilson, Leslie Kalianov)
<u>7.33</u>	Math and Blueprint Reading (Bob Sinclair)
<u>7</u>	Career Exploration (DMACC)
<u>8.31</u>	Interviewing (Ray Bordon)
<u>9.15</u>	Job Sites Visits (Hospitals, Weston, Bankers Life, Operating Engineers)
<u>8</u>	John Deere Tour
<u>7.94</u>	Exercise and Fitness Training
<u>8.64</u>	Police Academy Presentation
<u>9.5</u>	Presentations: NW Erection, Plasterers, Glaziers, Operating Engineers, Tools, Electricians, Sign Painting, Elevator Construction, Sheet Metal
<u>9.5</u>	Hands On Experiences: Painting (Gloria and Richard Campbell)
	<u>9.5</u> Bricklaying (Basil Townes)
	<u>9</u> Carpentry (Bob Sinclair and Jim Edinburg)
	<u>9.42</u> City Crew works
	<u>9.83</u> Welding

Additional Comments:

EMPLOYMENT PROJECT
Iowa Commission on the Status of Women
507 - 10th Street Des Moines, Iowa 50319
Telephone (515) 281-6313

An Introduction to Women in Work
June 23 - August 1
Emmetsburg Campus, Iowa Lakes Community College

Course Outline

Purpose: The purpose of this class is to introduce the participants to non-traditional jobs and opportunities and to better prepare them for entrance into those trades.

Goals: The goals of the course are to:

1. Orient the participants to the background and work requirements in the various non-traditional jobs.
2. Provide enough information, personal counseling, and practical hands-on experience so the participants can make realistic career decisions.
3. Prepare the participants for employment both physically and emotionally through occupational fitness training and personal skill development sessions.
4. Assist those completing the course to follow through with their career decisions by helping with placement in a job, or through further training programs.

Course Components:

1. Information covered in each trade will be entry requirements, apprenticeship programs, tools and equipment, skill requirements, advantages and disadvantages of the occupations, wages and fringe benefits, and terminology that is basic to the specific trades.

There will be concentration placed on practical and hands-on instruction with regularly scheduled site visits.

In addition to the individual trade instruction, there will be direction in first aid, safety, tool maintenance, math skills, and labor law. The four major areas for job exploration will be the public sector occupations, industry, agriculture, and construction trades.

2. Career development, decision-making, and application:
Participants will examine where they have been and where they would like to go through a variety of vocational and interest testing.

A practical outlook on personal capabilities and job market opportunities will be emphasized, and further education and

training possibilities will be discussed. Individual counseling will be done throughout the six weeks.

The participants will receive training in job search techniques, decision making, application and resume writing, and interviewing skills, with the sixth week being devoted to actual job searching and interviewing workshops.

Appropriate role models will be used whenever possible.

3. Personal Development:

Occupational fitness training will be a regularly scheduled session throughout the six weeks, concentrating on development of strength, coordination, and proper job-related techniques, such as lifting, and carrying.

The personal development areas focused on will be assertiveness training, the women's position in the world of work, working mothers, and child care, ethics and employee responsibilities, handling sexual harassment, health insurance, fringe benefits, alternative lifestyles, and non-traditional jobs, and career changes.

The class will be considered a work experience, with participants required to be at classes on time and prepared for work.

4. Goal Follow-Through:

The sixth week will be devoted expressly to job searches and interviewing. Emphasis will be placed on using the participant's group as a support and feedback source during the job hunting.

Further education and training programs as well as practical employment options will again be summarized, with contact being made for follow-through after program completion.

A support system and follow-up program will be continued by the project.

Class Schedule

- Monday, June 23 - Introductions
Discussion of "Women in Work"
Past class role model presentation
Completion of intake forms
- Tuesday, June 24 - Agency presentations: CETA
DSS/IETP
Job Service
Upper Des Moines Opportunities, Inc.
"Single working mothers"
Tour of facilities
- Wed, June 25 - Law enforcement: Carol Ashby, Dpty. Sheriff, Terril, Iowa
Bob Knox, ILCC program
US Department of Labor and OSHA
Nutrition and fitness
- Thurs, June 26 - Printing, ILCC
Elaine Gehling, Advocator Welfare Answering Service
Assertiveness Training
Public Utilities: Spencer Municipal Utilities
Tour, Emmetsburg Waste Treatment Center
- Friday, June 27 - Armed Forces
Counseling careers
Fitness training
Site visit, Bogess Construction
- Monday, June 30 - Vocational testing
Fitness training
First Aid
- Tues, July 1 - Vocational testing
Emergency Medical careers
John Morrell presentation
- Wed, July 2 - Visits to: Stylecraft Furniture
Mc Quay Perfex
Okoboji Boats
- Thurs, July 3 - Labor law and legal alternatives
Assertiveness Training
Unions
Fitness training
- Monday, July 7 - Educational opportunities
Movies
- Tues, July 8 - Math review
Horticulture, ILCC
Feed and fertilizer
- Wed, July 9 - Wiring and electricity
Welding

Thurs, July 10 -	Discussion of career changes Film, "You Pack Your Own Chute" Assertiveness training Site visit, O'Leary Construction
Friday, July 12 -	Agribusiness, ILCC Dairy Management, ILCC
Monday, July 14	Career exploration, job readiness, and interview training
Tues, July 15	Ray Bordon, ALTA Corporation
Wed, July 16	
Thurs, July 17 -	Sex roles and stereotyping Assertiveness training Hotel/Motel Management, ILCC Eaton Corporation presentation
Friday, July 18 -	Northwest Iowa Technical College, Sheldon, Iowa Diesel Mechanics Heavy Equipment Operation
Monday, July 21 -	Auto Mechanics
Tues, July 22 -	Film, "The Apprentice" Carpentry
Wed, July 23 -	Carpentry
Thurs, July 23 -	Handling sexual harassment Assertiveness training Film, "The Tale of 'O'" Discussion of Organizational Dynamics
Friday, July 25 -	Job seeking techniques Set-up of informational interviews
Monday, July 28 -	Informational interviews and individual
Tues, July 29	vocational counseling
Wed, July 30 -	Bricklaying
Thurs, July 31 -	Assertiveness training and personal development skills
Friday, August 1 -	Evaluations Wrap-ups and discussion of job-related problems Pot Luck lunch

INTRODUCTION TO WOMEN IN WORK
EVALUATION SUMMARY

What from the class was the most beneficial to you?

- 10 self development and assertiveness training
- 3 resume-writing, interviewing, and job hunting techniques
- 5 interaction among class members, new friendships
- 4 job exploration
- 1 educational options presentation
- 2 hands on experiences

What effect has the class had on your goals, interests, and knowledge about women in work, particularly in nontraditional work?

- 5 improved self image
- 8 realization that there is a choice to be made
- 5 women can handle nontraditional work
- 2 have the ability to "sell" self in job market
- 1 women have trouble competing in "man's" world
- 1 can set own goals

"I like the work. It's better pay and more fun."

"It's made me realize I have rights. It got me going and got me through things I was scared of."

"It has shown me what I don't want to do and what would be interesting to look into."

Has the class had any other effect on your own personal outlook or feelings?

- 13 became more assertive and confident
- 4 increased self-awareness
- 2 found others with common problems
- 2 discovered own capabilities

"All in all this class is one of the best opportunities I've had. On my own I wouldn't even attempted to try some of the things we've done."

"I feel I could tackle the whole world."

"Yes, because I found out the world isn't as bad as people think. I'm going out and get me a job."

"I just realize that I am somebody and I can do anything I want to if I set my mind to it."

"I'm stronger emotionally, my outlook is better, and I can admit my mistakes and not feel guilty because I made them."

What were the program's weak spots and how could they be avoided in the future?

- 6 needed better speakers
- 5 poor planning; time wasted
- 4 more hands on instruction needed
- 4 paid more often and more efficiently, especially the baby-sitters
- 2 class should be longer- 8 weeks
- 1 speakers uncomfortable with their own role and with the women
- 1 more instructors for hands on
- 1 more one-to-one counseling
- 1 format geared more to class interests
- 1 better before class planning-- paperwork

How can the roles of the site -coordinator and vocational counselor be changed or improved to be more effective?

- 8 couldn't be improved
- 4 more one-to-one counseling, and more often
- 3 better organization
- 1 less busywork and paperwork to concentrate on other things
- 1 better trained in counseling and support
- 1 screen speakers better

Why did you originally enroll in the class?

- 6 for the money
- 4 for the possible job opportunity
- 3 self-improvement
- 2 to get out of the house
- 2 for insight and clarity of personal goals
- 1 to meet new people

"For the money. Until after the first day, I really wish the class could go another 2 weeks. The first day I signed up, I said to myself, I could use the money, and you always learn something new every day. But after the first day, I changed my mind. The class really taught me a lot of the positive, and brought out skills I didn't know I had. Now I can see into the future, as before I was at a standstill."

Have your feelings toward the class changed in any way?

- 4 that it was worth more than just the money paid for training
- 4 that others in the class shared many of the same problems
- 4 that it was better than they had anticipated
- 3 learned about life and selves
- 1 class needed to be longer
- 1 life destiny was in her hands all along
- 1 no change

"I couldn't see how it could possibly be as great as it sounded. It turned out to be better."

"I feel it's been really beneficial. It was interesting hearing how others felt and how they deal with unemployment. This class is sadly needed by most women-- it helps a great deal in self-development."

"The class has been great for me and it was nice to have friends again. At first I felt out of place because I'm more educated than others, but I quickly learned that we're all here for the same reason."

"Yes, I guess I was looking for something or someone to tell me what I should do, when all along I knew it was in my own hands."

What are your immediate goals?

- 3 Enroll at ILCC for a two-year program
- 3 get more education
- 2 get any job
- 2 GED, then school
- 1 job in social services
- 1 job or schooling
- 1 self-employment
- 1 sleep till 9:00
- 1 undecided
- 1 apply for schooling or job through CETA

Additional Comments

"I think there should be more classes like this, so more women can get involved. And should be able to spend more time on the more interesting and better-paying jobs."

"Keep doing it!"

"This entire project is great. I am proud that the officials of Iowa care enough about thier residents to try something like this. I know of no one wha has not benefitted in some way from this class."

"I feel it was an exceptional class and well worth the state's time and money. I would suggest it continue to serve Iowa's women."

"I'll miss this class, but I do feel I did benefit, even when my thoughts were on personal problems I could walk in this room and feel my problems were miles away."

Please rate the following aspects of the program from one to ten, according to their value to the program.

- 5.7 past class role models
- 7 Agency presentations--CETA, Job Service, DSS, Upper Des MOines
- 6.15 Safety and OSHA
- 7.38 Career topics and exploration
- 8.25 Plant tours
- 8.69 Site visits
- 8.25 Individual presentations-- Labor law, sexual harassment, sex roles and stereotypes, working mothers
- 6.84 Vocational testing
- 9.46 Assertiveness training
- 5.69 Fitness training
- 9.3 Northern Iowa Technical Colleg--deisel mechanics and heavy equipment
- 6.69 Math review
- 8.6 interviewing and job finding techniques
- 8.5 Hands- on instruction
- 6.5 movies

Introduction for the Survey for N-T Women Workers

Hi, I'm _____, and I work for the Iowa Commission on the Status of Women in Des Moines. We are attempting to reach the women who have participated in the Employment Project's classes to find out how you are getting along. I have some questions that will take up a few minutes of your time. Is it convenient for you to speak to me now, or is there a better time for me to reach you? Our goal is to find out what the needs and concerns of working women are. I'm going to ask you some personal questions. You don't have to answer them. But I want to assure you that everything you share with me is confidential. Any ideas you discuss with me will be anonymous in our report. It is important that you be honest. We can't help women unless we are aware of the kinds of barriers to employment which they face.

Would you like to receive a copy of our findings?

INTERVIEWER'S INITIALS: _____

DATE: ____ / ____ / 80

SURVEY FOR NONTRADITIONAL (N-T) ♀ WORKERS

N-T Woman's name: _____

Mailing Address: _____

Telephone: ____ / ____ - ____

"To begin with, I have a few background questions which will help us in interpreting the results of this survey."

1). "What is your marital status?"

____ Married

____ Single

____ Separated

____ Divorced

____ Widowed

2). "What is your race?"

____ White

____ Black

____ Other (SPECIFY) _____

3). "What were your parents' occupations?"

____ Mother

____ Father

4). "How many children do you have?" _____

5). "What is your age?" _____

6). "How much education have you received?"

____ Less than 12 years

____ High school graduate or GED

____ Some college

____ College graduate

____ Some graduate school

____ Graduate school

7). "Are you the main support of your immediate family?"
(MAIN SUPPORT MEANS MAJOR BREADWINNER.)

 Yes

 No

8). "Since being in our six week class, have you had or are you currently working in a job that was traditionally done by men in the past?"

 No

 Yes → (GO TO QUESTION 14.)

8a). "If not, have you actively sought a nontraditional job?"

 No

 Yes → (GO TO QUESTION 11.)

8b). "If you are currently working please tell me 1) the name of the company you are working for _____, 2) the kind of work you are doing _____, and 3) your current wage \$ _____. Or if you are unemployed, what kind of work are you looking for?"

9). "This far down the road, to what degree has the class been helpful to you?"

 "Very helpful"

 "Helpful"

 "Somewhat helpful"

 "Not helpful"

 "Don't know"

10). "Do you have anything else you want to add about the class at this time?"

(THE SURVEY IS COMPLETE!)

"We have completed the survey. Thank you for taking time to answer these questions. "

11). "What has prevented you from getting a nontraditional job?"

(E.G., LACK OF A HIGH SCHOOL DIPLOMA)

12). "This far down the road, to what degree has the class been helpful to you?"

_____ "Very helpful"

_____ "Helpful"

_____ "Somewhat helpful"

_____ "Not helpful"

_____ "Don't know"

13). "Do you have anything else you want to add about the class at this time?"

(THE SURVEY IS COMPLETE!)

"We have completed the survey. Thank you for taking time to answer these questions."

14). "Now I would like to ask you some more specific questions about the non-traditional job you were or are working at.

"What were your reasons for seeking this kind of work?" (E.G., I LIKE WORKING WITH MY HANDS.)

15). "Please tell me your job title." _____
16). "What is the name of your employer _____,
the name of the supervisor directly over you _____,
and the address of your company _____
_____?"

17). "So were you working in construction _____, manufacturing _____, or another
type of industry (SPECIFY) _____?"

18). "How well informed were you about the duties of your new job?"

_____ "Very well informed"
_____ "Fairly well informed "
_____ "Somewhat informed"
_____ "Not very well informed"
_____ "Not informed at all"
_____ "Don't know"

19). "Could you please list the qualifications and/or training that you needed to
get this job?" _____

20). "Have you had any on-the-job training?"

_____ Yes _____ No → (GO TO QUESTION 21.)
↓

20a). "Please describe the type of training."

_____ A formal apprenticeship
_____ Instruction from an experienced worker
_____ Classroom instruction
_____ Other (SPECIFY) _____

20b). "Are you satisfied with the training you have received?"

_____ No _____ Somewhat _____ Yes →
↓ ↓ Don't know → (GO TO QUESTION 21.)
↓ ↓

20 c). "What is lacking?" _____

21). "Were you the first woman to have your particular job?"

☐ Yes ☐ No ☐ Don't know

22). "I'd like to know how many women are in your work group."

☐ "Are you the only female?"

☐ "Is there less than 25% females in your group?"

☐ "Or is your work group 25 to 50% female?"

23). "Do you feel that you are as well qualified for your position as the men who hold your job?"

☐ "Not as well qualified as men"

☐ "Just as well qualified as men"

☐ "Better qualified than men"

☐ "Don't know"

24). "Were you absent from work "

☐ "Frequently"

☐ "Occasionally"

☐ "Seldom"

☐ "Or never ? "

25). "Were you late for work "

☐ "Frequently"

☐ "Occasionally"

☐ "Seldom"

☐ "Or never ? "

26). "Were you ever absent from work because of pregnancy related reasons?"

☐ Yes ☐ No

27). "How do the men you work with feel about you doing nontraditional work?"

_____ "Strongly approve"

_____ "Approve"

_____ "No opinion"

_____ "Disapprove"

_____ "Strongly disapprove"

_____ "Don't know"

28). "Do you have a good working relationship with your coworkers?"

_____ Yes _____ No _____ Somewhat _____ Don't know

29). "Do you feel that you are given more or less help than men in your job?"

_____ "Given more help"

_____ "No more, no less"

_____ "Given less help"

_____ "Don't know"

30). I'm going to read a list of work-related problems that some women experience. After I list each one, I would like you to tell me whether or not it has been a problem for you personally by saying 'yes or no'."

(ONLY MARK THE ITEMS ANSWERED YES.)

_____ a) "Inadequate physical conditioning"

_____ b) "Knowing what clothes to wear"

_____ c) "Child care"

_____ d) "Age discrimination"

_____ e) "Lack of adequate transportation"

_____ f) "Lack of high school diploma"

_____ g) "Inadequate math/science background"

_____ h) "Inadequate knowledge of tools"

____ i) "Inadequate knowledge of terminology" (TERMINOLOGY MEANS THE LANGUAGE USED ON THE JOB)

____ j) "Inadequate knowledge of work procedures"

____ k) "Unwillingness to do heavy or dirty jobs"

____ l) "Unwillingness to work long hours"

____ m) "Unwillingness to work in adverse weather conditions"

____ n) "Inability to deal with co-worker harassment"

____ o) "Other" (SPECIFY) _____

31). "If you lived with your husband or significant other (SIGNIFICANT OTHER MEANS SOMEONE SHE IS ROMANTICALLY INVOLVED WITH) at the time you were working in a nontraditional job, what was this person's attitude towards your working?"

____ "Favorable" ____ "Mixed"

____ "Unfavorable"

____ "Didn't care"

____ "Don't know"

32). "What were the attitudes if your friends and family towards your job?"

____ "Favorable" ____ "Mixed"

____ "Unfavorable"

____ "Didn't care"

____ "Don't know"

33). "Briefly describe what you liked about your job." _____

34). "Also briefly describe what you disliked about your job." _____

35). "When did you first begin work?"

(MONTH) _____, 19 _____

36). "Are you still working?"

_____ Yes _____ No (GO TO QUESTION. 39.)

37). "This far down the road, to what degree has the class been helpful to you?"

_____ "Very helpful"

_____ "Helpful"

_____ "Somewhat helpful"

_____ "Not helpful"

_____ "Don't know"

38). "Do you have anything else that you would like to add at this time?"

(THE SURVEY IS COMPLETE)

"We have completed the survey. Thank you for taking time to answer these questions."

39). "How many months did you work?" _____

40). "If you were not _____ laid off or _____ fired, when did you first think about quitting?." _____

41). "This far down the road, to what degree has the class been helpful to you?"

_____ "Very helpful"

_____ "Helpful"

_____ "Somewhat helpful"

_____ "Not helpful"

_____ "Don't know"

42). "Do you have anything else you want to add about the class at this time?"

(THE SURVEY IS COMPLETE)

"We have completed the survey. Thank you for taking time to answer these questions."

Comments From the Women in the Survey Who Were Unsuccessful
in Finding a Nontraditional Job

What has prevented you from getting a nontraditional job?

"When I was looking, there wasn't anything to be had."

"I don't know. I think it was just the economy."

"Transportation."

"The unions aren't opening up. They don't need anyone. The open shop employers are afraid you either don't know what you are doing, or their wives think you are screwing them."

"My boyfriend."

"My hangup is living in Des Moines. I don't want to commit myself to four years of training when I don't feel comfortable here."

"I'm not real sure on that."

"Never heard from construction company. Poorly treated at interview."

"Appearance - I look too small to handle it."

Comments From the Women in the Survey about the Advantages
of Nontraditional Employment

Briefly describe what you liked about your job:

"Hours, variety in duty, outside and around, people contact."

"I could work on my own as long as I knew what I was doing. I suppose you'd call that independence."

"I liked being outside, physical work and being with the guys."

"I like the variety and that I'm learning things. And the physical part."

"I like working alone and a church is one of the better things I've cleaned."

"Being able to work and knowing I can do it and get paid. To show that I'm just as good as the guys."

"Being able to go to work and work with the guys and on a friendship basis. Working in a relaxed atmosphere."

"The fact that they give you a job to do and you go do it. There is nobody riding you."

"I love to meet people and work with people."

"The pay."

"I liked the fact that I could wear blue jeans to work. I like an active job."

Comments from the Women in the Survey about the Disadvantages
of Nontraditional Employment

Also Briefly describe what you disliked about your job:

"Sometimes my physical ability - I didn't like lifting."

"Finally my knees started giving out. I had alot of trouble."

"Not getting enough hours in."

"I don't like that it's not real steady."

"Some days it's almost too much by myself."

"Being laid off before anybody else."

"It took a big toll on my family life."

"Not being able to do the things I'd been trained to do. Having lesser
duties when I know I could do more."

"Traveling."

"Hard labor - physical."

"I got terribly wet. And it was not an even-paced type job."

"Uniform doesn't fit - can't find one small enough."

Introduction for Survey for Managers/Supervisors of N-T Women

Hi, I'm _____, and I work for the Iowa Commission on the Status of Women in Des Moines. Since December of 1978 we have been providing Iowa women with information on seeking jobs in the skilled crafts and trades. We have been attempting to contact these women and their employers to assess both what's going right and what kinds of problems have occurred. I understand that you are the supervisor directly responsible for N-T women's name. I would like to take a few minutes of your time to ask you some questions. Is it convenient for us to speak now?

Before we begin, I would like to stress that the Commission on the Status of Women is not a regulatory agency. Our goal is to help both women and employers deal with the barriers of nontraditional employment. The only way we can do that is if you are frank in answering the questions I ask. Your responses will be strictly confidential.

Would you like to receive a copy of our findings?

INTERVIEWER'S INITIALS: _____

DATE: ____/____/80

SURVEY FOR MANAGERS OF NONTRADITIONAL (N-T) WORKERS

Manager's name _____

Company's name and mailing address _____

Phone number ____/____-____

"First, I would like to ask you some general questions about your company."

1). "What is the job title of (N-T ♀'s name)?" _____

2). "Are you the supervisor directly over her?" _____ Yes _____ No

3). "Is the type of industry you work in _____ construction, _____ manufacturing, or something else (SPECIFY) _____?"

4). "In what month and year did women first start being employed in jobs that were formerly held by men in your company?"

(MONTH) _____, 19____

5). "Are there or have there been other women besides (N-T ♀'s name) who have worked in these nontraditional jobs?"

_____ Yes _____ No → (GO TO QUESTION 6) _____ Don't know → (GO TO QUESTION 6)

6). "Is the position (N-T ♀'s name) holds considered to be an _____ unskilled, _____ semi-skilled or _____ skilled job?"

7). "Is there any kind of on-the-job training that occurs with this position?"

_____ Yes _____ No → (GO TO QUESTION 8.)

7a). "Please describe the type of training."

_____ A formal apprenticeship

_____ Classroom instruction

_____ Instruction from an experienced worker

_____ Other (SPECIFY) _____

8). "Where do you get your applicants for the kind of jobs we have been talking about?" (DON'T LIST THE ANSWERS, JUST MARK THE APPROPRIATE ONE(S).)

_____ High schools

_____ Vocational schools

_____ Employment Service

_____ Newspaper advertisement

_____ Shop itself

_____ Walk-ins

_____ Union hiring hall → (GO TO QUESTION 10,)

_____ Other (SPECIFY) _____

9). "Are your workers affiliated with a _____ union or is this an _____ open shop

10). "In the past has your company"

_____ a). "actively recruited women into nontraditional jobs?"

_____ b). "provided women with accurate information about the new job opportunities

_____ c). "provided special training which would help put women on equal footing with men?"

_____ d). "held meetings or training sessions for supervisors to help prepare them for the integration of women into traditionally male jobs?"

"Now I'd like to ask you some specific questions about (N-T ♀'s name)."

11). "When did (N-T ♀'s name) first start working for you?"

(MONTH) _____, 19 _____

12). "If (N-T ♀'s name) is no longer working for you, how long was she employed?" _____

13). "Was she absent from work"

_____ "Frequently"

_____ "Never"

_____ "Occasionally"

_____ "Don't know"

_____ "Seldom"

14). "Was she late for work"

_____ "Frequently"

_____ "Occasionally"

_____ "Seldom"

_____ "Never"

_____ "Don't know"

15). "How do you rate the on-the-job motivation for this woman as compared with other employees?"

_____ "Higher"

_____ "The same"

_____ "Less"

_____ "Don't know"

16). "Are the job responsibilities any different for the men who hold (N-T ♀'s name)' job?"

_____ Yes
↓

_____ No → (GO TO QUESTION 17.)

16a). "Which of these categories best describes how you've restructured the job?"

_____ "Women can't perform some parts of the job."

_____ "Women can't do as much work as the men."

_____ "The job is reorganized for women."

_____ "Women are given more responsibility."

17). "How would you rate this women's on-the-job performance?"

_____ "Outstanding"

_____ "Generally performing well"

_____ "Some problems"

_____ "Generally not performing well"

_____ "Very poor"

_____ "Don't know"

18). "Please state briefly what some of her problems were." _____

19). "Generally, did (N-T ♀'s name) have a good working relationship with the other employees?"

_____ "Yes"

_____ "Somewhat"

_____ "No"

_____ "Don't know"

20). "In the future, would you recommend hiring women to other employers in your trade?"

_____ "Yes"

_____ "No"

_____ "Don't know"

21). "Now I am going to read you a list of work-related problems. After I state each one, please tell whether or not you think the woman you supervised experienced these problems by answering 'yes or no'."

(ONLY CHECK THE ITEMS ANSWERED YES.)

_____ a) "Inadequate physical conditioning"

_____ b) "Improper dress"

_____ c) "Child care"

_____ d) "Age discrimination"

_____ e) "Lack of adequate transportation"

_____ f) "Lack of a high school diploma or GED"

_____ g) "Inadequate math/science background"

_____ h) "Inadequate knowledge of tools"

_____ i) "Inadequate knowledge of terminology" (TERMINOLOGY MEANS LANGUAGE USED ON-THE-JOB.)

_____ j) "Inadequate knowledge of work procedures"

_____ k) "Unwillingness to do heavy or dirty jobs"

_____ l) "Unwillingness to work long hours"

_____ m) "Unwillingness to work in adverse weather conditions"

_____ n) "Inability to deal with co-worker harassment"

_____ o) "Other" (SPECIFY) _____

22). "If (N-T + 's name) is no longer working for you, why do you think she left?"

23). "Are there any other comments you would like to add?"

(THE SURVEY IS COMPLETE)

"The survey is complete. Thank you for taking time to answer all of these questions."